REPORT RESUMES

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THE INCENTIVE APPROACH TO STATE SCHOOL ADMINISTRATION--CHANGE IN TWO PILOT CENTERS.

BY- BILLS, ROBERT E.
AUBURN UNIV., ALA.
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THE OBJECTIVE WAS TO TEST THE CONCEPT THAT A STATE EDUCATION DEPARTMENT WHEN WORKING DEMOCRATICALLY WITH COUNTY AND LOCAL UNITS CAN PROVIDE SOCIALLY DESIRABLE GOALS. PROFESSIONALS OF THE STATE DEPARTMENT OF EDUCATION, PRINCIPALS, TEACHERS, PARENTS, AND PUPILS FROM TWO COUNTIES WERE GIVEN A BATTERY OF ADJUSTMENT AND VALUES INDEXES, A MEASURE OF ASSUMED SIMILARITY, AND A ROLE CONCEPT Q-SORT. THESE TESTS WERE GIVEN BEFORE 1959 AND AFTER 1961, WHICH WAS THE INTENSIVE PERIOD OF REORGANIZATION OF THE RELATIONSHIPS BETWEEN THE STATE DEPARTMENT AND LOWER LEVELS OF ADMINISTRATION. MASON AND DODDRIDGE COUNTIES WERE SELECTED FOR THE PILOT CENTERS. A REVIEW OF THE WORK IN THE TWO COUNTIES DURING THE STUDY SUGGESTED THAT, DUE TO MORE SYSTEMATIC EFFORTS, MORE CHANGES SHOULD BE FOUND IN MASON THAN IN DODDRIDGE. IN BOTH COUNTIES PRINCIPALS HAVE ASSERTED THEMSELVES AS LEADERS IN INSTRUCTION IMPROVEMENT. IT WAS ALSO BELIEVED THAT THIS CHANGE SHOULD BE REFLECTED MORE IN THE RESULTS IN THE TESTS GIVEN THE PRINCIPALS THAN IN THOSE GIVEN TEACHERS, PUPILS, OR PARENTS. HOWEVER, SIGNIFICANT CHANGE ALSO WAS EVIDENCED BY THE STUDENTS IN THE TWO COUNTIES, AGAIN MORE IN MASON THAN IN DODDRIDGE. IN THE COUNTY WHERE MORE SYSTEMATIC AND CONCERNED HELP WAS GIVEN, MORE CHANGE HAS BEEN ACHIEVED. (GC)

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THE INCENTIVE APPROACH TO STATE SCHOOL ADMINISTRATION

CHANGE IN TWO PILOT CENTERS

MASON COUNTY, WEST VIRGINIA
DODDRIDGE COUNTY, WEST VIRGINIA

1959 - 1960

Published by
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THE INCENTIVE APPROACH TO STATE SCHOOL ADMINISTRATION

- CHANGE IN TWO PILOT CENTERS -

MASON COUNTY, WEST VIRGINIA
DODDRIDGE COUNTY, WEST VIRGINIA
1959 - 1960

The research reported herein was
performed persuant to a contract with the
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Prepared by
Dr. Robert E. Bills, Chief Research Consultant
Auburn University - Auburn, Alabama

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INTRODUCTION

This report is the companion of another brochure entitled "An Assessment of Role Change - West Virginia Department of Education and West Virginia County School Superintendents." Together, the two reports afford a clear and comprehensive view of the change -- or, in some cases, the absence of change -- which characterized the leadership of West Virginia's schools from 1959 to 1960.

Change in the two pilot counties of Mason and Doddridge is the subject of this report -- and the report is an encouraging one. Statistically significant change is evident in both localities -- more in Mason than Doddridge, but nevertheless "significant" in both. This means, in essence, that the "incentive approach" to state school administration checks out positive in its impact of local school systems. It is, in fact, a way of working for school improvement which has the power to change people -- or more properly, the potential for assisting people in changing themselves, for this is the heart of the incentive concept.

Paradoxically, the parallel research on county superintendents generally and the State Department as a whole reveal "stability" rather than change.* The most reasonable explanation of this, in view of positive change in both pilot counties, would seem to be that the pilot counties received services of a different type and intensity from those available to other counties; however, these "new" (incentive-oriented) services were not characteristic of the majority of State Department personnel.

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* See "An Assessment of Role Change"

The big question which awaits a future answer is the extent to which school improvement could be fostered and tangibly achieved if all counties could be extended incentive-type services by all Department members. The research results suggest strongly that the probable outcome of an effort in this direction would be positive.

Whether the effort will be made is a matter of policy; whether it will succeed, a matter of individual commitment. Both fall within the province of the State Department of Education. What shall be the decision?

Craig Wilson

Craig Wilson
Assistant State Superintendent of Schools
Director, Division of Research and Planning

Recently, this reporter submitted a report entitled, "An Assessment of Role Change." The report contained the results of a one-year study of the members of the West Virginia State Department of Education and the county superintendents of West Virginia. It dealt primarily with the outcomes of efforts to implement the incentive hypothesis of state educational leadership through a research study supported by funds from the Cooperative Program in Educational Research of the United States Office of Education. The incentive hypothesis is a belief that opportunity and resources to move in self-determined directions is the most significant help people can be given. Copies of the report are available from the State Department of Education.

The present report is the final one on the research study. In light of its contents, it could be titled "Incentives Help People Grow", since it deals with the growth of teachers, principals, parents, and students in the two pilot counties selected for the study. A brief review of the plan with these groups seems essential.

A Brief Review

In the Fall of 1959, two pilot counties, Mason and Doddridge, were selected for testing the major hypothesis and the research hypotheses it generated. In these counties we applied the following instruments with the groups as indicated -- Teachers: teacher role concept Q-sort, Index of Adjustment and Values, and Feidler's measure of assumed similarity opposite; Pupils: Index of Adjustment and Values in grades three through twelve and an attitude toward school inventory and the Feidler in grades nine through twelve; Parents: a questionnaire revealing opinions about the schools, and Principals: role concept Q-sort, the Index of Adjustment and Values, and the Feidler. The tests were readministered in the Fall of 1960 with the results indicated later in this report. Before looking at the results, though, another task seems necessary; what was the plan of the study?

The Problem in Context

The plan was simple in concept; its implementation more difficult. Briefly, it was held that the best incentive local school programs could be given would be opportunities to bring the resources of the State Department of Education and of the institutions of higher learning within the State to bear on the educational problems of significance to the local school systems.

Subsequent to adoption of the plan, the West Virginia State Department of Education was divided into teams of resource people and these teams were enlarged to include members of the State colleges in the areas to be served. These teams were to have the total resources of the State Department (including its retainer consultants) and of the colleges available for use in the solution of problems perceived as significant.

In one of the two counties (Doddridge), the approach did not "jell" to the degree desired by the planners of the study. Numerous factors seem to have contributed to this. Of these, one of the more important seems to have been a change in superintendents during the period of the study. The original superintendent resigned midway in the project to accept another position. Naturally, his replacement needed time for orientation.

In spite of this, sporadic and uncoordinated efforts were made by both the State Department and the University of West Virginia to provide help to the system. It is to be expected because of these efforts that some change should be observed in objective test results during the period of the study since these unsystematic efforts to help the school system represented a considerable increase over the amount of help the system had previously received. It would be surprising, though, to find that extensive change had occurred during the year.

In the other county (Mason), implementation of the incentive approach developed more in line with the aspirations of those responsible for developing the plan. More systematic efforts were made to help local school personnel assess their situation and help was available on a more continuing and broader basis than in Doddridge County. So successful was this work that plans for further work have been developed and it is anticipated that these plans will be placed in operation at the beginning of the 1961-62 school year. This highly imaginative plan is a demonstration of a new concept in teacher education. In the plan, Marshall University and Mason County will cooperate to prepare new teachers and to develop new roles for teachers through the resources of the County and the teacher education program of the University. Marshall University believes it will improve its program through this means and the County expects benefits from the help of teachers-in-training, available resources of the University, and workshops with planned continuity.

Admittedly, this is a gross oversimplification of the project which has developed and which constitutes a report in its own right.* The brief description is offered only to show that the method of work has been more successful in one county than in the other and to show that the results will continue to be felt.

But it would be grossly inaccurate to state that the project in its one year involved the school system and the County as broadly as desired. Since this was a beginning, most of the work during the year was done with the administrative leaders. This point of emphasis is important to remember in interpreting the data.

It seems important to add one additional piece of information. During the year, casual observation suggested that the principals reached a decision -- "We are the instructional leaders of the County." Such a changed concept should be revealed in the objective instruments and its effects should be felt by others.

With these considerations in mind, let's proceed to the data.

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*Copies of this report are available from the Assistant State Superintendent of Schools, Division of Research and Planning, State Department of Education, Charleston, West Virginia.

PRINCIPALS

The Index of Adjustment and Values

As already mentioned, all principals in the two counties were tested with the Index of Adjustment and Values in the Fall of 1959 and again in the Fall of 1960. Results for the two testing periods are given below for the two counties.

	MASON					DODDRIDGE			
	1959		1960			1959		1960	
	No.	%	No.	%		No.	%	No.	%
++	11	47.83	2	11.76	++	3	25.00	4	44.44
-+	2	8.69	3	17.65	-+	5	41.67	4	44.44
+-	10	43.48	12	70.59	+-	4	33.33	1	11.11
--	0	0.00	0	0.00	--	0	0.00	0	0.00
	23		17			12		9	

The figures in the above tables show that the Mason County principals underwent obvious change in their attitudes toward self and toward other people. This is shown even more clearly when we examine only the 17 principals who took part in both tests. Of these 17, 3 developed more positive attitudes toward themselves and other people and 14 developed more positive regard for themselves or less positive regard for other people. A change of this magnitude would be expected to occur fewer than one time in one hundred samples and is, therefore, considered highly significant. The most important observation in regard to these data are the changed attitudes toward self which they show. The increased self regard may parallel a greater acceptance of responsibility and initiative in the process of instituting instructional change. This notion is supported by the Q-sort data to be presented later in this report, which show the principal perceiving himself as an initiator of change.

The figures for the Doddridge County principals also seem to indicate that a change occurred. This is not a correct conclusion, though, when only the nine principals who took both tests are considered. Of the nine, the attitudes of four moved in one direction, four moved in an opposite direction, and one remained unchanged. Obviously, there was no overall change indicated over the one-year period.

Role Concepts

In 1959, the Mason County principals were asked to describe the average Mason County Principal and the Ideal Mason County Principal. Composites of these descriptions appeared in an earlier bulletin entitled "The Mason County Principal." In 1960, these principals were asked to make the same descriptions and, in addition, to describe themselves. The three composite 1960 descriptions are appended to this report.

Given below are the intercorrelations of the 1959 and 1960 composite descriptions given by the Mason County Principals.

	Ideal 1959	Self 1960	Average 1960	Ideal 1960
Average 1959	.92	.87	.75	.36
Ideal 1959		.86	.77	.32
Self 1960			.84	.36
Average 1960				.31

(For convenience in interpretation, we might mention here, as we have in previous reports, that if a correlation coefficient is multiplied by itself and the result expressed as a per cent, a reasonable estimate of the amount of overlap between the two descriptions is obtained. Thus, a coefficient of .92 when squared and expressed as a per cent equals about 85, which means that the two descriptions overlap about this much.)

The preceding matrix suggests that considerable change has occurred in the principals. In 1959, the average and ideal descriptions overlapped about 85 per cent, but in 1960 the overlap between average and ideal was only about 10 per cent. That the change came about primarily from a change in description of the ideal principal is shown by the correlation of .75 between the 1959 average description and the 1960 average description. The 1959 ideal description overlaps the 1960 ideal only about 10 per cent. Because of these figures, we can conclude that a significant shift occurred in the description of the ideal principal and the average principal in 1960 is not like the 1960 ideal principal.

How does the 1960 ideal differ from the 1959 ideal? To examine this question, we would first like to remind the reader that the role descriptions were made on the basis of an 84-item Q-sort. The principals were given 84 statements descriptive of the role of a principal and asked to sort these according to the following distribution to describe the role of the ideal principal.

	Least like ideal							Most like ideal			
Category Number	1	2	3	4	5	6	7	8	9	10	11
Number of statements	1	2	6	11	14	16	14	11	6	2	1

To compare the 1960 and 1959 ideal descriptions for significant change, we listed all statements in the upper five categories of the 1960 sort and then looked to see where these were located in the 1959 description.

The statement placed in category 11 in 1960 was placed in category 9 in 1959. In other words, it had moved forward two categories at the end of the distribution where movement "upward" is difficult. This statement was "See basic curriculum change as a continuous process." In 1959, the top statement was "Treat instructional program as my major responsibility." The two statements in the 10th category of the 1960 composite were "Make changes in administrative structure to accomodate instructional program" and "Make informal classroom visits." In 1959, these statements appeared in categories 7 and 6, respectively, a major change in emphasis.

The statements which appear in category 9 of the 1960 composite were:

Treat instructional program as my major responsibility
Consider State course of study a resource in curriculum planning
Seek to eliminate factors which inhibit student's progress
Use ability grouping
Believe that guidance is a job for specialists in that field
Encourage teacher experimentation

The first of the above items moved from category 11 down to category 9, the second and third items remained unchanged, the fourth item moved from category 6 up to category 9, the fifth item moved from category 4 up to category 9, and the sixth item moved from category 10 down to category 9.

Two items in category 8 of the 1960 composite ideal principal were unchanged from the 1959 composite. The remaining items in category 8 and their placement in the 1959 composite were:

Inform parents of all school policies (6)
See that new teachers adjust to methods and techniques considered acceptable by the staff (6)
Let students plan assembly programs (6)
Consult with teachers on school budgetary matters (5)
Serve as teachers' spokesman to the superintendent (5)
Let student select his own courses (4)
Use student government as a policy agency(4)
Call student's home personally to check on excuses (4)
Believe parents have to be sold on school program (6)

Three items in category 7 of the 1960 composite ideal principal in Mason County were unchanged from the 1959 composite. The remaining items in category 7 of the 1960 composite and their placement in the 1959 composite were:

Feel that guidance is a function of good teaching (10)
Accept all teacher's problems as worthy of consideration (9)
Check teacher reports for accuracy (8)
Believe education should adapt to social changes (8)
Cooperate with supervisors from State Department of Education (8)
Hold defensible set of beliefs about education (6)
Demand teacher loyalty to administrative policy (6)
Arrange to have responsible parents hold P.T.A. offices (6)
Believe some students are better off working rather than wasting time in school (5)
Insist on 100% staff membership in State association (4)
Praise teachers generously for jobs well done (9)

The changes in the two composites seem to reflect certain basic changes. In 1960, the ideal principal saw the instruction of students as more important than in 1959, although instruction seemed to be more limited in scope. In 1960, guidance became less a function of the classroom teacher and more a function of the specialist. Furthermore, the principal saw himself as more responsible for the changes which should occur. He would be less dependent on the State Department and would assume more responsibility than heretofore for the direction of the program. These changes in relationships involve the State Department on whom the principal would have less dependence, the teachers for whom the principal would accept more responsibility for their activities, the pupils who would be given a larger voice in their own behavior, and the parents who would be more carefully selected to guide the P.T.A. activities and who would be informed to a greater extent rather than worked with as cooperatively (and passively?) as before. There seems to have been a striking change in the principals during the one-year period which is in the direction of the principal seeing himself as a stronger force for change within the system and as more responsible for selecting and obtaining the direction of change.

If this interpretation of the role changes is correct, it seems entirely consistent with the changes shown in the Index of Adjustment and Values. Principals have moved in the direction of accepting more responsibility for and initiative in the improvement of instruction than before. In addition, it would seem obvious that the locus of responsibility for change is becoming centered in the local schools. The objective results seem to confirm the observations made earlier in this report.

In 1959, the Doddridge County principals described the average principal in the County and the ideal principal. In 1960, in addition to these descriptions, the principals also described themselves. The intercorrelations of these five role sorts follow.

	Ideal 1959	Self 1960	Average 1960	Ideal 1960
Average 1959	.82	.75	.65	.73
Ideal 1959		.65	.55	.62
Self 1960			.76	.84
Average 1960				.77

The most notable difference between this table and that for the Mason County principals is the lack of the low correlations shown for the Mason County principals. Obviously, Doddridge principals did not change their role concepts to the degree which was done by the Mason County principals.

The 1959 average principal was described as being considerably like the ideal. But the 1960 average principal was not as much like the ideal. However, the self in 1960 was quite like the 1960 ideal.

As with the Mason County principals, the most notable change seems to be in the ideals described at the two periods. These ideal descriptions correlate .62 which shows about 38 per cent overlap between the two.

Again to show the difference, the items in the top five categories for 1960 will be compared with their placement for 1959.

The top item in 1960 was "Believe education should adapt to social changes." In 1959, this item was placed in category 9.

Category 10, in 1960, contained "Treat instructional program as my major responsibility" and "Feel that guidance is a function of good teaching." These items were placed in categories 7 and 5, respectively, in the 1959 ideal, and thus represent considerable shift in opinion about the ideal role.

The items in category 9 in the 1960 ideal and their placement in the 1959 ideal were:

Encourage teacher experimentation (11)
Accept all teacher's problems as worthy of consideration (10)
See basic curriculum change as a continuous process (8)
Solicit staff suggestions on policy (8)
Make changes in administrative structure to accommodate instructional program (7)
Make informal classroom visits (6)

The items in category 8 in the 1960 ideal and their placement in the 1959 ideal were:

Seek to eliminate factors which inhibit students' progress (9)
Assign teachers to jobs they can handle (9)
Seek my own professional improvement (9)
Use ability grouping (8)
Consider job of helping staff set purpose a vital one (8)
Believe that the objectives of education should be grounded in the total society (8)
Arrange flexible schedule to accommodate repeaters and transfers (7)
Insist that teachers maintain scholastic standards (7)
See curriculum improvement as the best answer to discipline problems (7)
Let students plan assembly programs (6)
Accept all students on an equal basis (8)

It is obvious that much change has not occurred in the role description of the ideal principal given by the Doddridge County principals. However, the changes which are present seem to be significant. Education should seek to anchor its goals more in the society in which it appears and less in the opinions of teachers. In the process, students should be given greater consideration. The role of the principal also has changed. He sees himself as being more concerned with the instructional program which should be the primary responsibility of the teachers, but one in which he takes a firmer hand in guiding its development. From many points of view, the changes might be described as desirable. To a somewhat lesser degree than in Mason County, the principals have accepted responsibility for instructional improvement in the schools. But change is present and its direction is toward greater responsibility for improvement of instruction.

The Principals' Feidler's

All principals in the two counties were given Feidler's measure of assumed similarity opposite, both in 1959 and 1960. This instrument measures the psychological distances among self, most-liked colleague, and least-liked colleague. In general, the smaller the distances, the more potential the person has for leadership. If the distances are too small, the person is insufficiently discriminating and his leadership potential is impaired. This condition is not noted in any of the data throughout the study and will thus be ignored with the assumption that smaller distances in 1960 than in 1959 will be indicators of growth.

The average distance between self and most-liked colleague for the Mason County principals in 1959 was 6.51 and in 1960 it was 6.46. This difference could occur frequently by chance alone and thus we must conclude that significant growth did not occur. For this group, the average distance between self and least-liked colleague was 11.74 in 1959 and 12.36 in 1960. Again, this difference could have occurred by chance alone and there is no reason to believe that growth occurred. Distance between most- and least-liked colleague was, on the average, 12.13 in 1959 and 13.53 in 1960. Again, no reason is present to conclude that a significant change occurred.

For the Doddridge County principals, the 1959 and 1960 averages for distances between self and most-liked colleague, self and least-liked colleague, and least- and most-liked colleague were 5.54 and 6.10, 13.99 and 13.75, and 14.73 and 14.56, respectively. There is no reason to believe, on the basis of these scores, that a significant change occurred in the principals' leadership potential as measured by the Feidler.

Thus, the Feidler reveals no significant change in leadership potential for the principals in either of the two counties.

TEACHERS

As was stated earlier, the teachers of the two counties were given the Index of Adjustment and Values, a teacher role concept Q-sort, and the Feidler measure of assumed similarity opposite. These will be discussed in order below.

The Teachers' Index of Adjustment and Values

The results of the testing with the Index of Adjustment and Values for the teachers in the two counties are given below.

	MASON					DODDRIDGE			
	1959		1960			1959		1960	
	No.	%	No.	%		No.	%	No.	%
++	66	38.15	58	48.33	++	22	36.06	25	49.02
-+	52	30.06	26	21.67	-+	28	45.90	14	27.45
+-	47	27.17	32	26.67	+-	7	11.47	8	15.69
--	8	4.62	4	3.33	--	4	6.56	4	7.84
	173		120			61		51	

Although these figures seem to indicate in each of the Counties that change has occurred, this does not seem to be a proper conclusion. When we look only at the Mason County teachers who took both test and re-test, we find that 61 gained, 49 lost, and 3 experienced no change. Such a combination can occur frequently by chance alone and, thus, there is no reason to believe that significant growth occurred.

In Doddridge County, 25 teachers gained and 26 lost during the year. Obviously, no significant change occurred.

Thus, the Index of Adjustment and Values shows that no significant change occurred in the attitudes of the teachers in the two counties during the period of the study.

Teacher Role Concepts

In the Fall of 1959, Mason County teachers used a 51-item teacher role concept Q-sort to describe themselves and their ideals. These same descriptions were obtained in the Fall of 1960. Doddridge County started a self study involving teachers, pupils, and parents in the Summer of 1959. At this time, teachers were given the Q-sort to describe the ideal teacher. Because these Q-sorts had been given in the Summer, they were not repeated in the Fall of 1959 and, thus, the only sort available for Doddridge teachers in 1959 was the ideal sort. In the Fall of 1960, though, these teachers were asked to describe both self and ideal. The intercorrelations of the Q-sorts for each of the groups are given in the tables below.

MASON TEACHERS
INTERCORRELATIONS OF 1959 AND 1960 Q-SORTS

	Elem. Self 1959	J.H.S. Self 1959	H.S. Self 1959	All Teach. Ideal 1959	Elem. Ideal 1959	J.H.S. Ideal 1959	H.S. Ideal 1959	Elem. Self 1960	Elem. Ideal 1960	J.H.S. Self 1960	J.H.S. Ideal 1960	H.S. Self 1960	H.S. Ideal 1960
All Teach. 1959	.96	.92	.85	.97	.93	.93	.92	.88	.90	.88	.87	.86	.89
Elem. Self 1959		.91	.80	.95	.94	.91	.89	.89	.90	.90	.88	.88	.88
J.H.S. Self 1959			.79	.93	.88	.95	.88	.83	.83	.89	.84	.82	.79
H.S. Self 1959				.79	.75	.80	.84	.81	.82	.77	.78	.77	.84
All Teach. Ideal 1959					.94	.95	.91	.86	.87	.89	.85	.84	.85
Elem. Ideal 1959						.88	.85	.87	.87	.88	.88	.82	.84
J.H.S. Ideal 1959							.89	.82	.83	.86	.83	.80	.80
H.S. Ideal 1959								.80	.80	.86	.82	.84	.86
Elem. Self 1960									.91	.82	.85	.82	.85
Elem. Ideal 1960										.86	.87	.87	.89
J.H.S. Self 1960											.91	.88	.85
J.H.S. Ideal 1960												.86	.86
H.S. Self 1960													.93

DODDRIDGE COUNTY TEACHERS
INTERCORRELATIONS OF 1959 AND 1960 Q-SORTS

	Elementary Self 1960	Elementary Ideal 1960	Secondary Self 1960	Secondary Ideal 1960
All Teachers Ideal 1959	.89	.87	.84	.85
Elementary Self 1960		.93	.86	.88
Elementary Ideal 1960			.86	.88
Secondary Self 1960				.91

Composites for the 1959 sorts of all teachers have been reported in a previous bulletin. The 1960 composites are appended to this report.

In the earlier report, we commented on the unusually high degree of correlation among the Mason County sorts. Since the correlations were at least as high as the reliabilities of the sorts, it was concluded that as reliable a description of the Mason County teachers could be obtained from the use of any one sort as from the use of the specific sort describing the role concept of a particular group.

The 1960 intercorrelations show this same phenomenon. All intercorrelations in the above tables are at least as high as the reliabilities of the sorts and any one sort can be used in the place of any other. More specifically for the purposes of the present report, though, the high intercorrelations lead to the conclusion that no change has occurred in the role concepts described by the teachers in the two counties. If a change is present, it is so small as to be statistically unreliable.

The same conclusions hold for the Doddridge County teachers.

The Teachers' Feidler's

All teachers in the two counties were given Feidler's measure both in 1959 and in 1960.

The 1959 and 1960 average distances between self and most-liked colleague, self and least-liked colleague, and most- and least-liked colleague for the Mason teachers were 5. 06 and 5. 96, 13. 11 and 12. 97, and 13. 89 and 13. 84, respectively. All of these differences could have occurred by chance alone and, thus , there is no reason to assume that a change in leadership potential has occurred.

For the Doddridge elementary teachers, the 1959 and 1960 average distances between self and most-liked colleague, self and least-liked colleague, and most- and least-liked colleague were 7. 15 and 5. 91, 14. 64 and 12. 80, and 15. 00 and 12. 92, respectively. Since these differences could have occurred by chance alone, there is no reason to conclude that a significant change in leadership potential was present.

The same averages as above for the Doddridge High School teachers were 5. 24 and 5. 63, 13. 34 and 12. 35, and 14. 22 and 13. 26, respectively. Again, there is no reason to believe that a change in leadership potential has occurred.

Based on the three instruments used with the teacher groups, there is no reason to believe that significant change occurred in the teachers during the period of the study. Whatever change has occurred in the County, teachers have been relatively unaffected by it.

PUPILS

Pupils in the two counties were tested with the Index of Adjustment and Values, the Feidler measure, and a school attitude inventory. The results are reported in separate sections below.

Pupils' Index of Adjustment and Values

All pupils in grades three through twelve in the two counties were tested at both periods of the study using the Index of Adjustment and Values. These results were examined in two ways. Summaries were made for the two counties by grade and by year. We then looked at the results by grade for each of the two years. Following this we looked at a grade for one year and the same group for the next year. That is, we compared the third grade for 1959 with the fourth grade for 1960, the fourth grade for 1959 with the fifth grade for 1960, etc.

Results for each of the two systems and for each of the two years are given in the tables below.

MASON COUNTY
SUMMARY OF INDEX OF ADJUSTMENT AND VALUES RESULTS BY YEAR AND BY GRADE

3rd Grade

	1959		1960	
	No.	%	No.	%
++	217	46.3	224	48.3
-+	107	22.8	101	21.8
+-	115	24.5	120	25.9
--	30	6.4	19	4.1
	469		464	

4th Grade

	1959		1960	
	No.	%	No.	%
++	175	39.9	183	34.3
-+	133	30.3	166	31.3
+-	93	21.2	126	23.6
--	38	8.6	58	10.9
	439		533	

5th Grade

	1959		1960	
	No.	%	No.	%
++	157	31.2	114	28.7
-+	183	36.4	157	39.5
+-	117	23.3	86	21.7
--	46	9.1	40	10.1
	503		397	

6th Grade

	1959		1960	
	No.	%	No.	%
++	146	29.0	152	32.6
-+	132	26.2	148	31.8
+-	167	33.2	109	23.4
--	58	11.5	57	12.2
	503		466	

7th Grade

	1959		1960	
	No.	%	No.	%
++	137	30.9	160	32.3
-+	125	28.2	153	30.8
+-	131	29.6	114	23.0
--	50	11.3	69	13.9
	443		496	

8th Grade

	1959		1960	
	No.	%	No.	%
++	120	30.2	123	28.0
-+	94	23.7	145	33.0
+-	151	38.0	122	27.7
--	32	8.1	50	11.4
	397		440	

9th Grade

	1959		1960	
	No.	%	No.	%
++	61	17.5	57	17.4
-+	105	30.2	124	37.8
+-	94	27.0	76	23.2
--	88	25.3	71	21.6
	348		328	

10th Grade

	1959		1960	
	No.	%	No.	%
++	50	16.5	51	18.2
-+	129	42.7	113	40.4
+-	65	21.5	62	22.1
--	58	19.2	54	19.3
	302		280	

11th Grade

	1959		1960	
	No.	%	No.	%
++	66	19.6	46	17.0
-+	134	39.8	113	41.9
+-	82	24.3	59	21.9
--	55	16.3	52	19.3
	337		270	

12th Grade

	1959		1960	
	No.	%	No.	%
++	37	17.9	48	20.3
-+	77	37.2	108	45.8
+-	60	29.0	43	18.2
--	33	15.9	37	15.7
	207		236	

Total

	1959		1960	
	No.	%	No.	%
++	1,166	29.5	1,158	29.6
-+	1,219	30.9	1,328	34.0
+-	1,075	27.2	917	23.5
--	488	12.4	507	13.0
	3,948		3,910	

DODDRIDGE COUNTY
SUMMARY OF INDEX OF ADJUSTMENT AND VALUES RESULTS BY YEAR AND BY GRADE

3rd Grade

	1959		1960	
	No.	%	No.	%
++	42	37.5	51	44.0
-+	31	27.7	34	29.3
+-	29	25.9	24	20.7
--	10	8.9	7	6.0
	112		116	

4th Grade

	1959		1960	
	No.	%	No.	%
++	36	40.0	63	43.2
-+	27	30.0	29	19.9
+-	20	22.2	37	25.3
--	7	7.8	17	11.6
	90		146	

5th Grade

	1959		1960	
	No.	%	No.	%
++	30	25.9	37	31.6
-+	42	36.2	37	31.6
+-	31	26.7	21	17.9
--	13	11.2	22	18.8
	116		117	

6th Grade

	1959		1960	
	No.	%	No.	%
++	33	27.0	54	37.0
-+	31	25.4	39	26.7
+-	39	32.0	36	24.7
--	19	15.6	17	11.6
	122		146	

7th Grade

	1959		1960	
	No.	%	No.	%
++	43	34.7	40	27.4
-+	24	19.4	48	32.9
+-	42	33.9	37	25.3
--	15	12.1	21	14.4
	124		146	

8th Grade

	1959		1960	
	No.	%	No.	%
++	40	36.7	54	38.0
-+	26	23.9	41	28.9
+-	32	29.4	32	22.5
--	11	10.1	15	10.6
	109		142	

9th Grade

	1959 No.	1959 %	1960 No.	1960 %
++	22	15.8	34	27.9
-+	55	39.6	44	36.1
+-	25	18.0	14	11.5
--	37	26.6	30	24.6
	139		122	

10th Grade

	1959 No.	1959 %	1960 No.	1960 %
++	21	17.8	23	21.9
-+	58	49.2	33	31.4
+-	23	19.5	22	21.0
--	16	13.6	27	25.7
	118		105	

11th Grade

	1959 No.	1959 %	1960 No.	1960 %
++	21	21.9	24	27.9
-+	46	47.9	26	30.2
+-	18	18.8	17	19.8
--	11	11.5	19	22.1
	96		86	

12th Grade

	1959 No.	1959 %	1960 No.	1960 %
++	11	15.1	23	31.5
-+	31	42.5	21	28.8
+-	17	23.3	17	23.3
--	14	19.2	12	16.4
	73		73	

Total

	1959		1960	
	No.	%	No.	%
++	299	27.2	403	33.6
-+	371	33.8	352	29.4
+-	276	25.1	257	21.4
--	153	13.9	187	15.6
	1,099		1,199	

When the results for a grade (for example, 3rd) were compared with the results for the same grade (again, 3rd) for the two years, certain significant differences were noted. For the Mason County schools, the children in each of the following grades were significantly different between the two years: 6 (1960 better adjusted), and 8 (1960 group both better adjusted and more poorly adjusted). When the totals for the system for 1959 were compared with the totals for 1960 a significant difference was present. The 1960 group represents pupils who are more accepting of themselves and of other people than was the 1959 group. Overall, then, we can conclude that the attitudes of pupils in Mason County toward themselves and other people have undergone change toward improvement during the year.

However, we should note that in an earlier report we made the generalization that the longer the pupils remained in the schools, the poorer became their attitudes toward self or toward other people or both.* In spite of the fact

* We should note, in all fairness, that evidence from other studies suggests that these results are typical for youngsters in many of our schools. Although neither county should be proud of these results, neither should they be subjected to undue criticism. Remember that other institutions, including the home, etc., help mold children's personality.

that the 1960 results show that the attitudes of the children have improved, there is much evidence to suggest that the same situation exists in 1960 as in 1959, but to a lessened degree. When a grade in 1960 was compared with itself in 1959, the following groups showed significant differences: grade 3 in 1959 was more poorly adjusted as grade 4 pupils in 1960, the same is true for grade 4 in 1959 and grade 5 in 1960, and grade 8 in 1959 and grade 9 in 1960. Grade 6 in 1959 was better adjusted in grade 7 in 1960 and grade 9 in 1959 was better adjusted in grade 10 in 1960.

Thus, the general picture has improved. Developmental trends in attitudes of children toward themselves and toward other children have improved, and there is a slowing down of the fairly rapid deterioration of attitudes present in 1959.

The Doddridge County results show much the same picture. Overall, the 1960 survey revealed more positive attitudes on the part of children toward themselves and other children than did the 1959 survey. These changes cannot be isolated to any particular grade; instead, there appears to be a slight change throughout the system.

However, this is not to say that pupils hold better attitudes toward self and others than did the same pupils in 1959. The 1959 third, fourth, and eighth grades show significantly poorer attitudes in 1960 than they did the preceeding year. The 1959 sixth and ninth grades, though, show improvement over the one-year period.

The most valid conclusion seems to be that, although the trend was for children to hold progressively more negative attitudes toward themselves and/or toward other children as they proceed through the Doddridge schools, this trend has been significantly altered.

The evidence from the Index of Adjustment and Values, then, suggests that positive change has occurred in the two counties during the course of the study. More change is evident for Mason County than for Doddridge County.

The Pupils' Feidler's

In 1959, the three high schools in Mason County and the Doddridge County High School were given Feidler's measure of assumed similarity opposite. In 1960, only Wahama High School from Mason County and the Doddridge County High School sent in returns; thus, we are limited in this report to these two schools.

The mean distance between self and most-liked colleague for the Wahama students in 1959 were 7.96, 10.21, 6.45, and 5.92 for the ninth, tenth, eleventh, and twelfth grades, respectively. Such differences would occur by chance alone less than once in one thousand samples so that we may conclude that in 1959, students in these four grades differed significantly from each other. Students came into the ninth grade with relatively little capacity for effective relations and this ineffectiveness increased to the tenth grade. But the eleventh grade showed more capacity than the ninth, and the twelfth even more capacity. However, the increased loss in capacity between the ninth and tenth grades was a source of concern.

The 1960 results showed means of 6.99, 6.56, 6.49, and 5.75 for the ninth, tenth, eleventh, and twelfth grades, respectively. These differences could have occurred by chance alone and, thus, there is no reason to believe that distances between self and most-liked colleague differ among the grades in 1960. The results, obviously, do not reflect the undesirable condition shown in 1959 and seemingly reflect improvement.

This same conclusion is supported when we look at a grade in 1959 and the same group in 1960. In 1959, the average for the ninth grade was 7.92. In 1960, the average for the same group of pupils was 6.56 and this difference is significantly different from chance. In other words, this group improved over the period of the year.

The same thing is evident for the tenth grade group in 1959. They improved during the one-year period in terms of distance between self and most-liked colleague. No significant change was evident in the 1959 eleventh grade group over the one-year period.

Significant differences were present in 1959 among the four grades in Wahama High on the measure of distance between self and least-liked colleague. The means for the four groups were 13.06, 11.59, 9.96, and 9.54. These results showed that the longer the pupils remain in school, the smaller became this distance -- a desirable condition.

The differences among the grades in 1960 for this score were not significant; they could have occurred by chance alone. In 1960, the means were 10.43, 10.46, 10.11, and 10.17. When we compare these means with the 1959 means, there seems to be some reason to believe that improvement occurred and this is shown by the change in the 1959 ninth and tenth grades over the period of the year. The smaller means in 1960 are significant and, thus, we can conclude that these two groups made significant improvement over the period of one year. No significant change was noted in the 1959 eleventh grade group.

The 1959 mean distances between most- and least-liked colleague were 13.20, 11.99, 10.35, and 9.83 -- a significant difference. The longer the pupils remained in the school, the lower the difference. No significant differences are present in the 1960 means of 9.15, 11.43, 10.98, and 11.07. Also, when we compare a group in 1959 with the same group in 1960, we have no evidence that any of the groups changed significantly over the one-year period. Thus, there is no reason to believe that significant differences have occurred in this measure over the one-year period.

Thus, for Wahama High School, the study had significant and positive results as measured by the Feidler. For the Doddridge High School group in 1959, the average distances between self and most-liked colleague were 7.73, 6.96, 6.47, and 6.54 for the ninth, tenth, eleventh, and twelfth grades, respectively. These means are significantly different from each other and suggest that the longer the students remain in the school, the more positive become their scores.

The 1960 figures reveal the same picture. These means were 7.36, 6.61, 6.94, and 5.81 and are significantly different from each other.

When looked at by groups over the one-year period, we find that the 1959 ninth and tenth grades showed significant growth over the one-year period, but there is no evidence that the 1959 eleventh grade group changed.

On the measure of the distance between self and least-liked colleague, there was no reason to believe that the scores varied significantly among the grades in either 1959 or 1960, nor that any of the groups changed significantly over the one-year period. The 1959 means were 10.71, 11.42, 11.34, and 10.95. The 1960 means were 10.89, 11.05, 12.01, and 11.50.

The same picture is obtained for the distance between most- and least-liked colleague. No differences were present among the grades in 1959 and 1960 and no group seems to have changed significantly over the one-year period. The 1959 means were 11.32, 12.09, 11.84, and 12.42 and for 1960 the means were 11.11, 11.84, 12.74, 12.37.

For both of the high schools, we can conclude that there is evidence of change in the direction of increased leadership potential over the one-year period. Wahama High seems to have made considerable progress and some progress is evident in Doddridge High. Both schools have been able to change the picture most in regard to the distance between most- and least-liked colleague. It is possible that greater opportunity for successful interaction among students is indicated in an effort to achieve greater acceptance of other people and especially those who are least liked.

School Attitude Inventory

In 1959, all of the high schools in the two counties were given an attitude toward school inventory. All of the schools repeated this instrument in the Fall of 1960 with the results indicated below.

In Point Pleasant High in 1959, the average scores for the ninth, tenth, eleventh, and twelfth grades were 40.21, 43.22, 39.15, and 32.65. We should remember that on this inventory, the lower the score the more positive the attitude toward school and the higher the score the more negative the attitude. The above scores showed that significant differences existed among the attitudes of the four grades. Students entering the ninth grade had strong negative attitudes toward the school and these increased in the tenth grades. Both the eleventh and twelfth grades showed progressive improvement, but we must still conclude that their attitudes toward the school are negative.

Differences among the grades in 1960 for the Point Pleasant High School were not significant. The averages of 42.29, 44.09, 43.53, and 44.47 show that during the year attitudes have become more negative toward the school. Significant increases in negative attitudes were shown for the 1959 ninth and eleventh grade groups. These figures point to a serious situation in the school and to one which seems to be getting progressively worse.

In 1959, negative attitudes toward Wahama High School were indicated by the averages of 41.99, 45.32, 38.35, and 41.75. These averages do not differ significantly among themselves.

The 1960 averages for Wahama High do differ significantly among themselves. These averages were 48.48, 44.22, 44.32, and 32.38. The significance is due primarily to the difference in the 1960 twelfth grade and this is shown when we compare the 1959 groups with the same groups in 1960. Only the 1959 eleventh grade is different in 1960. Much improvement is noted in this group, but it should be emphasized that this group still retains a negative attitude toward their school. For the Wahama High School group, progress was evident.

The 1959 averages for Hannan High School were not significantly different among themselves, but were negative, as shown by the figures of 38.93, 40.24, 33.81, and 32.92. In 1960, the grades did differ significantly among each other, showing a progressively less negative attitude from grade to grade as shown by the averages of 46.86, 43.75, 43.67, and 24.94. The 1960 students are more negative toward the school than were the 1959 students; however, none of the groups differed significantly over the one-year period. There is little evidence that any change has occurred.

The 1959 Doddridge High classes did not differ significantly among themselves and their averages were 32.26, 34.76, 37.05, and 33.34. The 1960 classes did differ significantly as can be seen from the averages of 33.63, 34.77, 41.45, and 42.23. The significant differences in the 1960 scores show that attitudes become more negative toward the school as we proceed from one class group to another.

When we look at the Doddridge High groups over the period of the year, we find that the 1959 ninth grade group did not change significantly. The 1959 tenth and eleventh grade groups did differ significantly and in both instances, the change was toward becoming more negative.

The attitude toward school inventory suggests that during the year there has been a change in attitudes toward school. By grade groups, all changes with one exception showed increased negative attitudes. The one exception is the Wahama twelfth grade group, which showed improvement. Again, more change was evident in the Mason County students than in those in Doddridge County.

PARENTS

In 1959, all parents in the two counties were given an opportunity to respond to a parent questionnaire designed to elicit attitudes and opinions about the schools. From these questionnaires, a sample was selected for examination. In the case of schools with fewer than thirty parents represented, the sample included all parents. In cases where there were between 30 and 100 parents, the sample included 50 per cent of the questionnaires. And, in cases where more than 100 parents responded, one-third of the respondents were chosen.

1959 results have been reported to the counties by school and 1960 results will be made available by school where these are desired. Summaries of the results are appended to this report. We shall deal only with the results from Point Pleasant High School parents, Wahama High parents, Mason County elementary school parents, Doddridge High parents, and Doddridge County elementary parents. Hannan High did not return parent inventories in 1960.

Little change is evidenced in parent opinions in the two counties over the one-year period. Only in *isolated instances were any significant differences* discovered.

Differences in the Point Pleasant returns showed that on item 13, parents stated less often that they did not know if the school is providing the help it should in the solution of the children's personal problems. In 1959, 53.6 per cent of the parents stated that they did not know if the school was providing the help it should, but in 1960 only 43.2 per cent indicated this lack of opinion. However, the group which indicated an opinion in 1960 and did not in 1959 seems to have been about equally divided in whether it believes the school is or is not providing the help it should. There was as much increase in "no" responses as in "yes" responses; thus, this change does not lead to a conclusion of significant change.

The other item on which the Point Pleasant returns differed in 1960 as compared with 1959 was on opinions about the activities program. Here the biggest change indicates that fewer parents believe these activities are valuable in 1960 than they did in 1959.

Only two items on the Wahama returns indicated a difference in 1959 and 1960. On item 5, more parents said they had no opinion in 1960 than in 1959 about the quality of the school. There is also a change toward thinking of this school as an "average" school -- fewer parents believe it is a "very fine school" and fewer feel that it is a "poor" school.

The other item on which there was a change was item 19, which is concerned with the amount of information the school provides about the child's progress in school. The shift indicates that parents want more information about their children and that they desire this to be given in conferences with the teachers.

Again, though, there is little reason to believe that parent attitudes and opinions have been influenced markedly by the study.

Only two items were significantly different for the parent inventories from all of the Mason County elementary schools in the two years. Item 6, dealing with the fairness of teachers and other school officials toward the children, showed that parents do not believe as strongly in 1960 as in 1959 that the school is "always" fair in dealing with the child and more believe that the school is "usually" fair.

Some shift in opinion about the amount of information provided the parents by the schools was evident for the elemtnary schools, but this is difficult to interpret. Slightly fewer of the parents believe that the report card provides all of the information that they need, but they do not indicate either that they want more information or that they would like to obtain this in conference with teachers. More parents have no opinion about this item than they did in 1959. Perhaps they are showing that they are in transition, not feeling that they have sufficient information and not knowing where to turn for it.

The results show, though, little change over the period of the study.

Doddridge High parents differed significantly on only one item when 1960 results were compared with 1959 results. These results show a decided increase in the amount of time that parents reported their children spent in studying.

Only two items were different on the Doddridge Elementary parents' returns. Fewer parents, in 1960, felt that their children receive all of the help they need on homework. Likewise, fewer felt that "the assignments are clear but he needs more help." More parents felt that much more help is needed.

Parents also showed differences in beliefs about the pupil activities program. Most significant shifts were toward the statement that they cost too much and that they are limited to too few pupils. More parents expressed the belief that the pupil activities program is valuable.

Thus, all things being considered, the results of the survey show that little change occurred in parent opinions in either of the two counties during the course of the study.

A BRIEF SUMMARY AND CONCLUSION

A review of the work in the two counties during the study suggested that more change should be found in Mason County than in Doddridge County. It was also believed that this change should be reflected more in the results of the tests given the principals than in those given teachers, pupils, or parents. Both of these beliefs are supported by the data. More change is evident in the principals than in the other groups studies and more change is evident in Mason County than in Doddridge County. However, significant change also was evidenced by the students in the two counties; again, more in Mason than in Doddridge.

In both counties principals have asserted themselves as leaders in instructional improvement. Changes in role concepts and in attitudes toward self and others were shown to be present. These changes can be "proved" to be either good or bad, depending on the point of view one holds in regard to the role of administrative leadership in the schools. But one point does not appear to be debatable in terms of desirability. As those who work with people know, change is difficult to initiate and it is difficult to help people examine their roles and to adopt new ones. It is more difficult to initiate change than it is to channel effort into more constructive directions. As more people become involved in the process of change, a broader basis for direction of change is usually accepted.

Thus, the major finding of the study, in regard to principals, seems to be a most positive one. The principals of the two counties have changed and where more effort has been expended to facilitate change, greater results have been achieved. In the county where more systematic and concerted help was given, more change has been achieved. In addition, this system has been "caught up in change". A process has been initiated which quite likely will involve all teachers, pupils, and parents. Such an effort must surely eventuate in positive directions and outcomes.

Although most of the effort of the State Department in the two counties was directed toward working the principals, this is not the only group which changed. Pupils were likewise affected. During the year, the direction of development of pupil attitudes toward self and others has been influenced, and positively so. Furthermore, pupil potential for leadership behavior has been measurably and positively influenced. But pupil attitudes toward their schools have continued to change in negative directions with one notable exception -- Wahama High School. It seems plausible to conclude that pupils have been helped but at this point they are not especially happy about it. However, it seems important to remind ourselves that the change in ideal role perceptions of the principals is toward giving pupils a greater voice in their own affairs. Perhaps this will eventuate not only in greater help for pupils, but also in greater pupil satisfaction with their schools.

The data show rather convincingly that during the period of the study, parents and teachers have remained relatively unchanged. It is hard to believe that with the changes which seem to be appearing in principals and pupils, this condition will continue to exist. For better or for worse, these probably will be effected sooner or later.

Overall, the data lend support to the notion of the incentive hypothesis. Give people opportunity and resources for self-improvement and they will use these and will begin to devise further ways of aiding themselves.

The study ends on a positive note of change. But is this an end? Plans already under way in one of the two counties suggest that this is not an end, but a beginning of an exciting course of self-improvement.

Composite Description of the Ideal Principal Given by Mason County Principals, December, 1960

Most Important

29. See basic curriculum change as a continuous process

Next Most Important

2. Make informal classroom visits
80. Make changes in administrative structure to accommodate instructional program

Third Most Important

3. Treat instructional program as my major responsibility
15. Use ability grouping
22. Consider state course of study a resource in curriculum planning
36. Encourage teacher experimentation
51. Seek to eliminate factors which inhibit students' progress
78. Believe that guidance is a job for specialists in that field

Fourth Most Important

8. Consult with teachers on school budgetary matters
12. Let student select his own courses
13. Use student government as a policy agency
44. Rate teachers objectively
52. Call student's home personally to check on excuses
56. Inform parents of all school policies
57. Solicit staff suggestions on policy
73. See that new teachers adjust to methods and techniques considered acceptable by the staff
75. Believe parents have to be sold on school policies
77. Let students plan assembly programs
83. Serve as teachers' spokesman to the superintendent

Above Average Importance

1. Feel that guidance is a function of good teaching
4. Check teacher reports for accuracy
20. Hold defensible set of beliefs about education
35. Insist on 100% staff membership in state association
42. Praise teachers generously for jobs well done
48. Demand teacher loyalty to administrative policy
50. Insist that teacher maintain scholastic standards
54. Accept all teachers' problems as worthy of consideration
61. Hold in-service meetings regularly
62. Believe some students are better off working rather than wasting time in school

Above Average Importance (Continued)

69. Believe education should adapt to social changes
74. Arrange to have responsible parents hold P. T. A. offices
81. Seek assistance from State Department of Education
82. Cooperate with supervisors from State Department of Education

Average Importance

6. Consider leadership a function of the situation
9. See curriculum improvement as the best answer to discipline problems
14. Consider compulsory attendance law as a mistake
18. Believe paddling a necessary disciplinary device
19. Consider job of helping staff set purpose a vital one
21. Believe teachers should bear equal responsibility for conduct of school affairs
27. Arrange flexible schedule to accommodate repeaters and transfers
38. Require staff participation in in-service program
47. Regard professional associations as a waste of time
49. Invite community participation in curriculum planning
58. Believe that the objectives of education should be grounded in the total society
65. Discuss school business with parents
66. Believe parents are too easy on their children
68. Consider teacher evaluation a way of promoting professional competence
79. Assign new teachers the unpleasant jobs
84. Seek my own professional improvement

Below Average Importance

10. Use business and professional people from community as resource persons
11. Use P. T. A. as a public relations device
16. Countersign all purchase orders prior to purchase
23. Let staff work out duty schedules
25. Share administrative problems with the staff
28. Encourage sponsorship of regular school activities by civic groups
34. Base the evaluation of the instructional program on national norms
37. Criticize teachers when and where they need it
43. Accept teachers' criticisms as part of the job
63. Accept all students on equal basis
67. Run an efficient front office
70. Believe community can make wiser decisions about their school than the experts
71. Discuss school issues with anyone in community
76. Resent community politics being brought into school affairs

Fourth From Least Important

5. Run all school activities on sound business principles
17. Prefer teachers who maintain strict discipline

Fourth From Least Important (Continued)

26. Permit leadership in in-service program to fall to teachers
31. Permit laughing and talking in halls and classes
33. Select responsible chaperones for school dances
45. Let staff prepare agenda for faculty meetings
46. Expect staff to sign in every morning
53. Punish student in proportion to the seriousness of the offense
55. Assign teachers to jobs they can handle
60. Restrict my counselling to having alternatives before the student
64. Use the school curriculum as a medium for integrating the work of other educational agencies in the community

Third From Least Important

24. Keep evidence on all student indiscretions and infractions brought to my attention
30. Let teachers handle discipline
32. Advise less capable students to major in vocational courses
39. Veto unwise staff decisions
41. Issue clear-cut rules and regulations to govern student behavior
59. Regard the community as a significant force in curriculum development

Next To Least Important

7. Encourage custodial help to attend staff meetings
40. Inform superintendent of teachers' inadequacies

Least Important

72. Share misgivings about administrative policies with superintendent

Composite Description of the Average Principal Given by Mason County Principals, December, 1960

Most Important

3. Treat instructional program as my major responsibility

Next Most Important

1. Feel that guidance is a function of good teaching
15. Use ability grouping

Third Most Important

2. Make informal classroom visits
6. Consider leadership a function of the situation
19. Consider job of helping staff set purposes a vital one
20. Hold defensible set of beliefs about education
69. Believe education should adapt to social changes
82. Cooperate with supervisors from State Department of Education

Fourth Most Important

4. Check teacher reports for accuracy
5. Run all school activities on sound business principles
9. See curriculum improvement as the best answer to discipline problems
29. See basic curriculum change as a continuous process
30. Let teachers handle discipline
36. Encourage teacher experimentation
54. Accept all teachers' problems as worthy of consideration
55. Assign teachers to jobs they can handle
57. Solicit staff suggestions on policy
58. Believe that the old objectives of education should be grounded in the total society
81. Seek assistance from State Department of Education

Above Average Importance

17. Prefer teachers who maintain strict discipline
21. Believe teachers should bear equal responsibility for conduct of school affairs
22. Consider state course of study a resource in curriculum planning
25. Share administrative problems with the staff
42. Praise teachers generously for jobs well done
50. Insist that teacher maintain scholastic standards
51. Seek to eliminate factors which inhibit students' progress
59. Regard the community as a significant force in curriculum development
63. Accept all students on equal basis
68. Consider teacher evaluation a way of promoting professional competence
75. Believe parents have to be sold on school policies

Above Average Importance (Continued)

80. Make changes in administrative structure to accommodate instructional program
83. Serve as teachers' spokesman to the superintendent
84. Seek my own professional improvement

Average Importance

10. Use business and professional people from community as resource persons
27. Arrange flexible schedule to accommodate repeaters and transfers
28. Encourage sponsorship of regular school activities by civic groups
32. Advise less capable students to major in vocational courses
34. Base the evaluation of the instructional program on national norms
35. Insist on 100% staff membership in state association
38. Require staff participation in in-service program
41. Issue clear-cut rules and regulations to govern student behavior
45. Let staff prepare agenda for faculty meetings
53. Punish student in proportion to the seriousness of the offense
61. Hold in-service meetings regularly
64. Use the school curriculum as a medium for integrating the work of other educational agencies in the community
66. Believe parents are too easy on their children
67. Run an efficient front office
73. See that new teachers adjust to methods and techniques considered acceptable by the staff
78. Believe that guidance is a job for specialists in that field

Below Average Importance

8. Consult with teachers on school budgetary matters
11. Use P.T.A. as a public relations device
26. Permit leadership in in-service program to fall to teachers
31. Permit laughing and talking in halls and classes
33. Select responsible chaperones for school dances
39. Veto unwise staff decisions
40. Inform superintendent of teachers' inadequacies
43. Accept teachers' criticisms as part of the job
48. Demand teacher loyalty to administrative policy
56. Inform parents of all school policies
65. Discuss school business with parents
72. Share misgivings about administrative policies with superintendent
76. Resent community politics being brought into school affairs
77. Let students plan assembly programs

Fourth From Least Important

12. Let student select his own courses
13. Use student government as a policy agency

Fourth From Least Important (Continued)

16. Countersign all purchase orders prior to purchase
18. Believe paddling a necessary disciplinary device
23. Let staff work out duty schedules
24. Keep evidence on all student indiscretions and infractions brought to my attention
37. Criticize teachers when and where they need it
44. Rate teachers objectively
49. Invite community participation in curriculum planning
60. Restrict my counselling to having alternatives before the student
74. Arrange to have responsible parents hold P. T. A. offices

Third From Least Important

7. Encourage custodial help to attend staff meetings
47. Regard professional associations as a waste of time
52. Call student's home personally to check on excuses
62. Believe some students are better off working rather than wasting time in school
70. Believe community can make wiser decisions about their school than the experts
71. Discuss school issues with anyone in community

Next To Least Important

14. Consider compulsory attendance law as a mistake
46. Expect staff to sign in every morning

Least Important

79. Assign new teachers the unpleasant jobs

Composite Self Description Given by Mason County Principals, December, 1960

Most Important

1. Feel that guidance is a function of good teaching

Next Most Important

3. Treat instructional program as my major responsibility
36. Encourage teacher experimentation

Third Most Important

6. Consider leadership a function of the situation
9. See curriculum improvement as the best answer to discipline problems
42. Praise teachers generously for jobs well done
51. Seek to eliminate factors which inhibit students' progress
82. Cooperate with supervisors from State Department of Education
84. Seek my own professional improvement

Fourth Most Important

15. Use ability grouping
29. See basic curriculum change as a continuous process
54. Accept all teachers' problems as worthy of consideration
55. Assign teachers to jobs they can handle
57. Solicit staff suggestions on policy
58. Believe that the objectives of education should be grounded in the total society
59. Regard the community as a significant force in curriculum development
63. Accept all students on equal basis
69. Believe education should adapt to social changes
80. Make changes in administrative structure to accommodate instructional program
81. Seek assistance from State Department of Education

Above Average Importance

2. Make informal classroom visits
4. Check teacher reports for accuracy
5. Run all school activities on sound business principles
10. Use business and professional people from community as resource persons
19. Consider job of helping staff set purpose a vital one
20. Hold defensible set of beliefs about education
21. Believe teachers should bear equal responsibility for conduct of school affairs
25. Share administrative problems with the staff
27. Arrange flexible schedule to accommodate repeaters and transfers
38. Require staff participation in in-service program
43. Accept teachers' criticisms as part of the job

Above Average Importance (Continued)

61. Hold in-service meetings regularly
64. Use the school curriculum as a medium for integrating the work of other educational agencies in the community
68. Consider teacher evaluation a way of promoting professional competence

Average Importance

8. Consult with teachers on school budgetary matters
11. Use P. T. A. as a public relations device
22. Consider state course of study a resource in curriculum planning
23. Let staff work out duty schedules
28. Encourage sponsorship of regular school activities by civic groups
30. Let teachers handle discipline
34. Base the evaluation of the instructional program on national norms
35. Insist on 100% staff membership in state association
44. Rate teachers objectively
45. Let staff prepare agenda for faculty meetings
49. Invite community participation in curriculum planning
50. Insist that teacher maintain scholastic standards
56. Inform parents of all school policies
73. See that new teachers adjust to methods and techniques considered acceptable by the staff
75. Believe parents have to be sold on school policies
83. Serve as teachers' spokesman to the superintendent

Below Average Importance

13. Use student government as a policy agency
17. Prefer teachers who maintain strict discipline
18. Believe paddling a necessary disciplinary device
26. Permit leadership in in-service program to fall to teachers
32. Advise less capable students to major in vocational courses
40. Inform superintendent of teachers' inadequacies
41. Issue clear-cut rules and regulations to govern student behavior
48. Demand teacher loyalty to administrative policy
52. Call student's home personally to check on excuses
53. Punish student in proportion to the seriousness of the offense
65. Discuss school business with parents
67. Run an efficient front office
72. Share misgivings about administrative policies with superintendent
77. Let students plan assembly programs

Fourth From Least Important

12. Let student select his own courses
16. Countersign all purchase orders prior to purchase

Fourth From Least Important (Continued)

24. Keep evidence on all student indiscretions and infractions brought to my attention
33. Select responsible chaperones for school dances
37. Criticize teachers when and where they need it
39. Veto unwise staff decisions
60. Restrict my counselling to having alternatives before the student
66. Believe parents are too easy on their children
70. Believe community can make wiser decisions about their school than the experts
74. Arrange to have responsible parents hold P. T. A. offices
78. Believe that guidance is a job for specialists in that field

Third From Least Important

7. Encourage custodial help to attend staff meetings
31. Permit laughing and talking in halls and classes
47. Regard professional associations as a waste of time
62. Believe some students are better off working rather than wasting time in school
71. Discuss school issues with anyone in community
76. Resent community politics being brought into school affairs

Next To Least Important

14. Consider compulsory attendance law as a mistake
46. Expect staff to sign in every morning

Least Important

79. Assign new teachers the unpleasant jobs

Composite Description of the Ideal Principal Given by Doddridge County Principals, December, 1960

Most Important

69. Believe education should adapt to social changes

Next Most Important

1. Feel that guidance is a function of good teaching
3. Treat instructional program as my major responsibility

Third Most Important

2. Make informal classroom visits
29. See basic curriculum change as a continuous process
36. Encourage teacher experimentation
54. Accept all teachers' problems as worthy of consideration
57. Solicit staff suggestions on policy
80. Make changes in administrative policies with superintendent

Fourth Most Important

9. See curriculum improvement as the best answer to discipline problems
15. Use ability grouping
19. Consider job of helping staff set purpose a vital one
27. Arrange flexible schedule to accommodate repeaters and transfers
50. Insist that teacher maintain scholastic standards
51. Seek to eliminate factors which inhibit students' progress
55. Assign teachers to jobs they can handle
58. Believe that the objectives of education should be grounded in the total society
63. Accept all students on equal basis
77. Let students plan assembly programs
84. Seek my own professional improvement

Above Average Importance

5. Run all school activities on sound business principles
6. Consider leadership a function of the situation
11. Use P. T. A. as a public relations device
32. Advise less capable students to major in vocational courses
39. Veto unwise staff decisions
42. Praise teachers generously for jobs well done
44. Rate teachers objectively
59. Regard the community as a significant force in curriculum development
61. Hold in-service meetings regularly
64. Use the school curriculum as a medium for integrating the work of other educational agencies in the community

Above Average Importance (Continued)

66. Believe parents are too easy on their children
75. Believe parents have to be sold on school policies
81. Seek assistance from State Department of Education
82. Cooperate with supervisors from State Department of Education

Average Importance

10. Use business and professional people from community as resource persons
13. Use student government as a policy agency
17. Prefer teachers who maintain strict discipline
21. Believe teachers should bear equal responsibility for conduct of school affairs
22. Consider state course of study a resource in curriculum planning
23. Let staff work out duty schedules
30. Let teachers handle discipline
33. Select responsible chaperones for school dances
34. Base the evaluation of the instructional program on national norms
38. Require staff participation in in-service program
43. Accept teachers' criticisms as part of the job
49. Invite community participation in curriculum planning
56. Inform parents of all school policies
65. Discuss school business with parents
74. Arrange to have responsible parents hold P. T. A. offices
78. Believe that guidance is a job for specialists in that field

Below Average Importance

4. Check teacher reports for accuracy
8. Consult with teachers on school budgetary matters
18. Believe paddling a necessary disciplinary device
25. Share administrative problems with the staff
26. Permit leadership in in-service program to fall to teachers
31. Permit laughing and talking in halls and classes
40. Inform superintendent of teachers' inadequacies
41. Issue clear-cut rules and regulations to govern student behavior
45. Let staff prepare agenda for faculty meetings
53. Punish student in proportion to the seriousness of the offense
62. Believe some students are better off working rather than wasting time in school
67. Run an efficient front office
72. Share misgivings about administrative policies with superintendent
83. Serve as teachers' spokesman to the superintendent

Fourth From Least Important

12. Let student select his own courses
20. Hold defensible set of beliefs about education

Fourth From Least Important (continued)

37. Criticize teachers when and where they need it
47. Regard professional associations as a waste of time
48. Demand teacher loyalty to administrative policy
52. Call student's home personally to check on excuses
60. Restrict my counselling to having alternatives before the student
68. Consider teacher evaluation a way of promoting professional competence
70. Believe community can make wiser decisions about their school than the experts
73. See that new teachers adjust to methods and techniques considered acceptable by by the staff
76. Resent community politics being brought into school affairs

Third From Least Important

7. Encourage custodial help to attend staff meetings
14. Consider compulsory attendance law as a mistake
16. Countersign all purchase orders prior to purchase
24. Keep evidence on all student indiscretions and infractions brought to my attention
28. Encourage sponsorship of regular school activities by civic groups
35. Insist on 100% staff membership in state association

Next To Least Important

46. Expect staff to sign in every morning
79. Assign new teachers the unpleasant jobs

Least Important

71. Discuss school issues with anyone in community

Composite Description of the Average Principal Given by Doddridge County Principals, December, 1960

Most Important

60. Restrict my counselling to having alternatives before the student

Next Most Important

3. Treat instructional program as my major responsibility
29. See basic curriculum change as a continuous process

Third Most Important

6. Consider leadership a function of the situation
36. Encourage teacher experimentation
51. Seek to eliminate factors which inhibit students' progress
55. Assign teachers to jobs they can handle
69. Believe education should adapt to social changes
84. Seek my own professional improvement

Fourth Most Important

1. Feel that guidance is a function of good teaching
9. See curriculum improvement as the best answer to discipline problems
19. Consider job of helping staff set purpose a vital one
27. Arrange flexible schedule to accommodate repeaters and transfers
30. Let teachers handle discipline
42. Praise teachers generously for jobs well done
50. Insist that teacher maintain scholastic standards
53. Punish student in proportion to the seriousness of the offense
57. Solicit staff suggestions on policy
58. Believe that the objectives of education should be grounded in the total society
63. Accept all students on equal basis

Above Average Importance

2. Make informal classroom visits
5. Run all school activities on sound business principles
10. Use business and professional people from community as resource persons
11. Use P. T. A. as a public relations device
15. Use ability grouping
17. Prefer teachers who maintain strict discipline
32. Advise less capable students to major in vocational courses
33. Select responsible chaperones for school dances
54. Accept all teachers' problems as worthy of consideration
66. Believe parents are too easy on their children

Above Average Importance (Continued)

75. Believe parents have to be sold on school politics
80. Make changes in administrative structure to accommodate instructional change
82. Cooperate with supervisors from State Department of Education
83. Serve as teachers' spokesman to the superintendent

Average Importance

4. Check teacher reports for accuracy
13. Use student government as a policy agency
21. Believe teachers should bear equal responsibility for conduct of school affairs
22. Consider state course of study a resource in curriculum planning
38. Require staff participation in in-service program
44. Rate teachers objectively
56. Inform parents of all school policies
59. Regard the community as a significant force in curriculum development
64. Use the school curriculum as a medium for integrating the work of other educational agencies in the community
65. Discuss school business with parents
72. Share misgivings about administrative policies with superintendent
73. See that new teachers adjust to methods and techniques considered acceptable by the staff
74. Arrange to have responsible parents hold P. T. A. offices
77. Let students plan assembly programs
78. Believe that guidance is a job for specialists in that field
81. Seek assistance from State Department of Education

Below Average Importance

8. Consult with teachers on school budgetary matters
18. Believe paddling a necessary disciplinary device
25. Share administrative problems with the staff
28. Encourage sponsorship of regular school activities by civic groups
34. Base the evaluation of the instructional program on national norms
39. Veto unwise staff decisions
41. Issue clear-cut rules and regulations to govern student behavior
43. Accept teachers' criticisms as part of the job
48. Demand teacher loyalty to administrative policy
49. Invite community participation in curriculum planning
61. Hold in-service meetings regularly
67. Run an efficient front office
68. Consider teacher evaluation a way of promoting professional competence
70. Believe community can make wiser decisions about their school than the experts

Fourth From Least Important

14. Consider compulsory attendance law as a mistake
20. Hold defensible set of beliefs about education
23. Let staff work out duty schedules
24. Keep evidence on all student indiscretions and infractions brought to my attention
31. Permit laughing and talking in halls and classes
35. Insist on 100% staff membership in state association
45. Let staff prepare agenda for faculty meetings
47. Regard professional associations as a waste of time
52. Call student's home personally to check on excuses
62. Believe some students are better off working rather than wasting time in school
76. Resent community politics being brought into school affairs

Third From Least Important

7. Encourage custodial help to attend staff meetings
12. Let student select his own courses
16. Countersign all purchase orders prior to purchase
26. Permit leadership in in-service program to fall to teachers
37. Criticize teachers when and where they need it
40. Inform superintendent of teachers' inadequacies

Next To Least Important

46. Expect staff to sign in every morning
71. Discuss school issues with anyone in community

Least Important

79. Assign new teachers the unpleasant jobs

Composite Self Description Given by Doddridge County Principals, December, 1960

Most Important

3. Treat instructional program as my major responsibility

Next Most Important

1. Feel that guidance is a function of good teaching
51. Seek to eliminate factors which inhibit students' progress

Third Most Important

9. See curriculum improvement as the best answer to discipline problems
29. See basic curriculum change as a continuous process
42. Praise teachers generously for jobs well done
54. Accept all teachers' problems as worthy of consideration
63. Accept all students on equal basis
69. Believe education should adapt to social changes

Fourth Most Important

5. Run all school activities on sound business principles
6. Consider leadership a function of the situation
15. Use ability grouping
19. Consider job of helping staff set purpose a vital one
27. Arrange flexible schedule to accommodate repeaters and transfers
36. Encourage teacher experimentation
50. Insist that teacher maintain scholastic standards
55. Assign teachers to jobs they can handle
58. Believe that the objectives of education should be grounded in the total society
80. Make changes in administrative structure to accommodate instructional program
84. Seek my own professional improvement

Above Average Importance

2. Make informal classroom visits
4. Check teacher reports for accuracy
20. Hold defensible set of beliefs about education
21. Believe teachers should bear equal responsibility for conduct of school affairs
22. Consider state course of study a resource in curriculum planning
33. Select responsible chaperones for school dances
39. Veto unwise staff decisions
43. Accept teachers' criticisms as part of the job

Above Average Importance (Continued)

56. Inform parents of all school policies
57. Solicit staff suggestions on policy
59. Regard the community as a significant force in curriculum development
64. Use the school curriculum as a medium for integrating the work of other educational agencies in the community
66. Believe parents are too easy on their children
75. Believe parents have to be sold on school policies

Average Importance

10. Use business and professional people from community as resource persons
11. Use P. T. A. as a public relations device
17. Prefer teachers who maintain strict discipline
25. Share administrative problems with the staff
28. Encourage sponsorship of regular school activities by civic groups
30. Let teachers handle discipline
32. Advise less capable students to major in vocational courses
34. Base the evaluation of the instructional program on national norms
44. Rate teachers objectively
47. Regard professional associations as a waste of time
61. Hold in-service meetings regularly
65. Discuss school business with parents
73. See that new teachers adjust to methods and techniques considered acceptable by the staff
78. Believe that guidance is a job for specialists in that field
81. Seek assistance from State Department of Education
82. Cooperate with supervisors from State Department of Education

Below Average Importance

13. Use student government as a policy agency
23. Let staff work out duty schedules
24. Keep evidence on all student indiscretions and infractions brought to my attention
31. Permit laughing and talking in halls and classes
40. Inform superintendent of teachers' inadequacies
45. Let staff prepare agenda for faculty meetings
48. Demand teacher loyalty to administrative policy
49. Invite community participation in curriculum planning
53. Punish student in proportion to the seriousness of the offense
62. Believe some students are better off working rather than wasting time in school
68. Consider teacher evaluation a way of promoting professional competence
72. Share misgivings about administrative policies with superintendent
77. Let students plan assembly programs
83. Serve as teachers' spokesman to the superintendent

Fourth From Least Important

8. Consult with teachers on school budgetary matters
12. Let student select his own courses
14. Consider compulsory attendance law as a mistake
18. Believe paddling a necessary discipline device
37. Criticize teachers when and where they need it
38. Require staff participation in in-service program
41. Issue clear-cut rules and regulations to govern student behavior
52. Call student's home personally to check on excuses
60. Restrict my counselling to having alternatives before the student
74. Arrange to have responsible parents hold P. T. A. offices
76. Resent community politics being brought into school affairs

Third From Least Important

7. Encourage custodial help to attend staff meetings
26. Permit leadership in in-service program to fall to teachers
35. Insist on 100% staff membership in state association
46. Expect staff to sign in every morning
67. Run an efficient front office
70. Believe community can make wiser decisions about their school than the experts

Next To Least Important

16. Countersign all purchase orders prior to purchase
79. Assign new teachers the unpleasant jobs

Least Important

71. Discuss school issues with anyone in community

Composite Description of Ideal Teacher Given by Mason County High School Teachers, December, 1960

Most Characteristic

39. Likes young people

Next To Most Characteristic

7. Trains students to think clearly
28. Develops a sense of responsibility in her students
42. Encourages each student to be an individual

Third Most Characteristic

10. Involves students in realistic problem solving
23. Frees her students to develop their potentials
31. Measures students needs and abilities
33. Creates climate for free exchange of ideas
36. Commends effort and gives generous praise for work well done
45. Guides students in becoming adequate persons

Fourth Most Characteristic

4. Groups students according to their expressed interests
5. Helps students learn by reconstructing their experience
15. Arranges for students to constantly evaluate themselves
20. Helps students to find their own answers
26. Accepts young people as they are
30. Stimulates student to strive toward mastery of self
32. Solicits student cooperation in setting class policies
40. Believes some students need more stimulation than others
44. Channels student effort into desirable activity

Average

2. Insists students support opinion by evidence
9. Introduces the element of competition into her classes
11. Conditions students to face the hard realities of adult life
16. Lets natural drive of youngster to improve himself motivate him
18. Considers each child her equal as a person
19. Permits members of class to disagree with her in front of others
22. Preserves academic standards
27. Punishes a student in proportion to the seriousness of his offense
29. Directs her students in the way of truth and justice
37. Accepts student reaction to her teaching as a source of professional growth

Average (Continued)

38. Discusses controversial issues with her class
43. Admits to students those things that she does not know
51. Respects students who contradict her

Below Average

1. Trusts her class to do their best
8. Relies on student initiative and creativity to keep the class interesting
13. Conducts her classes according to lesson plans
17. Warns student before taking disciplinary action
25. Persuades students to accept what is good for them
34. Teaches students to rely on expert opinion
35. Trains students to curb their emotions
47. Makes sure that her classes learn the facts
49. Flatters backward youngsters to draw them out

Third From Least Characteristic

6. Insists on consistent performance
12. Establishes honor system for examinations
21. Discourages expression of radical ideas
24. Puts student to the test to strengthen him
41. Protects the student from his natural tendency toward delinquency
46. Molds students into integrated personalities

Next To Least Characteristic

3. Takes no backtalk
14. Tries to associate with students out of class
50. Refuses to assume responsibility for student failures

Least Characteristic

48. Sends persistent troublemakers to principal

Composite Self Description Given by Mason County High School Teachers, December, 1960

Most Characteristic

39. Likes young people

Next To Most Characteristic

7. Trains students to think clearly
10. Involves students in realistic problem solving
23. Frees her students to develop their potentials

Third Most Characteristic

26. Accepts young people as they are
28. Develops a sense of responsibility in her students
33. Creates climate for free exchange of ideas
36. Commends effort and gives generous praise for work well done
42. Encourages each student to be an individual
45. Guides students in becoming adequate persons

Fourth Most Characteristic

2. Insists students support opinion by evidence
5. Helps students learn by reconstructing their experience
15. Arranges for students to constantly evaluate themselves
20. Helps students to find their own answers
29. Directs her students in the way of truth and justice
30. Stimulates student to strive toward mastery of self
3[illegible]. Measures students needs and abilities
40. Believes some students need more stimulation than others
44. Channels student effort into desirable activity

Average

4. Groups students according to their expressed interests
9. Introduces the element of competition into her classes
11. Conditions students to face the hard realities of adult life
16. Lets natural drive of youngster to improve himself motivate him
18. Considers each child her equal as a person
19. Permits members of class to disagree with her in front of others
22. Preserves academic standards
27. Punishes a student in proportion to the seriousness of his offense
32. Solicits student cooperation in setting class policies
34. Teaches students to rely on expert opinion
37. Accepts student reaction to her teaching as a source of professional growth
43. Admits to students those things that she does not know
47. Makes sure that her classes learn the facts

Below Average

1. Trusts her class to do their best
6. Insists on consistent performance
13. Conducts her classes according to lesson plans
17. Warns student before taking disciplinary action
25. Persuades students to accept what is good for them
35. Trains students to curb their emotions
38. Discusses controversial issues with her class
49. Flatters backward youngsters to draw them out
51. Respects students who contradict her

Third From Least Characteristic

8. Relies on student initiative and creativity to keep the class interesting
12. Establishes honor system for examinations
21. Discourages expression of radical ideas
24. Puts student to the test to strengthen him
41. Protects the student from his natural tendency toward delinquency
46. Molds students into integrated personalities

Next To Least Characteristic

3. Takes no backtalk
14. Tries to associate with students out of class
50. Refuses to assume responsibility for student failures

Least Characteristic

48. Sends persistent troublemakers to principal

Composite Description of Ideal Teacher Given by Mason County Junior High School Teachers, December, 1960

Most Characteristic

39. Likes young people

Next Most Characteristic

7. Trains students to think clearly
28. Develops a sense of responsibility in her students
42. Encourages each student to be an individual

Third Most Characteristic

10. Involves students in realistic problem solving
26. Accepts young people as they are
29. Directs her students in the way of truth and justice
30. Stimulates student to strive toward mastery of self
33. Creates climate for free exchange of ideas
45. Guides students in becoming adequate persons

Fourth Most Characteristic

5. Helps students learn by reconstructing their experience
15. Arranges for students to constantly evaluate themselves
20. Helps students to find their own answers
23. Frees her students to develop their potentials
31. Measures students needs and abilities
32. Solicits student cooperation in setting class policies
36. Commends effort and gives generous praise for work well done
40. Believes some students need more stimulation than others
44. Channels student effort into desirable activity

Average

2. Insists students support opinion by evidence
4. Groups students according to their expressed interests
9. Introduces the element of competition into her classes
11. Conditions students to face the hard realities of adult life
18. Considers each child her equal as a person
22. Preserves academic standards
24. Puts student to the test to strengthen him
25. Persuades students to accept what is good for them
34. Teaches students to rely on expert opinion
41. Protects the student from his natural tendency toward delinquency
43. Admits to students those things that she does not know
47. Makes sure that her classes learn the facts
49. Flatters backward youngsters to draw them out

Below Average

6. Insists on consistent performance
13. Conducts her classes according to lesson plans
16. Lets natural drive of youngster to improve himself motivate him
17. Warns student before taking disciplinary action
27. Punishes a student in proportion to the seriousness of his offense
35. Trains students to curb their emotions
37. Accepts student reaction to her teaching as a source of professional growth
38. Discusses controversial issues with her class
51. Respects students who contradict her

Third From Least Characteristic

1. Trusts her class to do their best
8. Relies on student initiative and creativity to keep the class interesting
12. Establishes honor system for examinations
19. Permits members of class to disagree with her in front of others
21. Discourages expression of radical ideas
46. Molds students into integrated personalities

Next To Least Characteristic

3. Takes no backtalk
14. Tries to associate with students out of class
50. Refuses to assume responsibility for student failures

Least Characteristic

48. Sends persistent troublemakers to principal

Composite Self Description Given by Mason County Junior High School Teachers, December, 1960

Most Characteristic

39. Likes young people

Next Most Characteristic

7. Trains students to think clearly
26. Accepts young people as they are
42. Encourages each student to be an individual

Third Most Characteristic

10. Involves students in realistic problem solving
28. Develops a sense of responsibility in her students
29. Directs her students in the way of truth and justice
36. Commends effort and gives generous praise for work well done
44. Channels student effort into desirable activity
45. Guides students in becoming adequate persons

Fourth Most Characteristic

5. Helps students learn by reconstructing their experience
15. Arranges for students to constantly evaluate themselves
20. Helps students to find their own answers
23. Frees her students to develop their potentials
30. Stimulates student to strive toward mastery of self
31. Measures students needs and abilities
32. Solicits student cooperation in setting class policies
33. Creates climate for free exchange of ideas
40. Believes some students need more stimulation than others

Average

2. Insists students support opinion by evidence
4. Groups students according to their expressed interests
9. Introduces the element of competition into her classes
11. Conditions students to face the hard realities of adult life
13. Conducts her classes according to lesson plans
17. Warns student before taking disciplinary action
22. Preserves academic standards
24. Puts student to the test to strengthen him
25. Persuades students to accept what is good for them
34. Teaches students to rely on expert opinion
35. Trains students to curb their emotions
47. Makes sure that her classes learn the facts
49. Flatters backward youngsters to draw them out

Below Average

6. Insists on consistent performance
16. Lets natural drive of youngster to improve himself motivate him
18. Considers each child her equal as a person
19. Permits members of class to disagree with her in front of others
27. Punishes a student in proportion to the seriousness of his offense
37. Accepts student reaction to her teaching as a source of professional growth
41. Protects the student from his natural tendency toward delinquency
43. Admits to students those things that she does not know
46. Molds students into integrated personalities

Third From Least Characteristic

1. Trusts her class to do their best
8. Relies on student initiative and creativity to keep the class interesting
14. Tries to associate with students out of class
21. Discourages expression of radical ideas
38. Discusses controversial issues with her class
51. Respects students who contradict her

Next To Least Characteristic

3. Takes no backtalk
12. Establishes honor system for examinations
50. Refuses to assume responsibility for student failures

Least Characteristic

48. Sends persistent troublemakers to principal

Composite Description of Ideal Teacher Given by Mason County Elementary Teachers, December, 1960

Most Characteristic

39. Likes young people

Next To Most Characteristic

26. Accepts young people as they are
33. Creates climate for free exchange of ideas
44. Channels student effort into desirable activity

Third Most Characteristic

7. Trains students to think clearly
23. Frees her students to develop their potentials
28. Develops a sense of responsibility in her students
29. Directs her students in the way of truth and justice
31. Measures students needs and abilities
42. Encourages each student to be an individual

Fourth Most Characteristic

5. Helps students learn by reconstructing their experience
10. Involves students in realistic problem solving
15. Arranges for students to constantly evaluate themselves
20. Helps students to find their own answers
30. Stimulates student to strive toward mastery of self
32. Solicits student cooperation in setting class policies
36. Commends effort and gives generous praise for work well done
40. Believes some students need more stimulation than others
45. Guides students in becoming adequate persons

Average

1. Trusts her class to do their best
2. Insists students support opinion by evidence
4. Groups students according to their expressed interests
9. Introduces the element of competition into her classes
11. Conditions students to face the hard realities of adult life
18. Considers each child her equal as a person
25. Persuades students to accept what is good for them
34. Teaches students to rely on expert opinion
35. Trains students to curb their emotions
37. Accepts student reaction to her teaching as a source of professional growth
41. Protects the student from his natural tendency toward delinquency
43. Admits to students those things that she does not know
51. Respects students who contradict her

Below Average

8. Relies on student initiative and creativity to keep the class interesting
13. Conducts her classes according to lesson plans
16. Lets natural drive of youngster to improve himself motivate him
19. Permits members of class to disagree with her in front of others
22. Preserves academic standards
27. Punishes a student in proportion to the seriousness of his offense
38. Discusses controversial issues with her class
47. Makes sure that her classes learn the facts
49. Flatters backward youngsters to draw them out

Third From Least Characteristic

6. Insists on consistent performance
12. Establishes honor system for examinations
17. Warns student before taking disciplinary action
21. Discourages expression of radical ideas
24. Puts student to the test to strengthen him
46. Molds students into integrated personalities

Next To Least Characteristic

3. Takes no backtalk
14. Tries to associate with students out of class
50. Refuses to assume responsibility for student failures

Least Characteristic

48. Sends persistent troublemakers to principal

Composite Self Description Given by Mason County Elementary Teachers, December, 1960

Most Characteristic

39. Likes young people

Next To Most Characteristic

26. Accepts young people as they are
28. Develops a sense of responsibility in her students
33. Creates climate for free exchange of ideas

Third Most Characteristic

29. Directs her students in the way of truth and justice
30. Stimulates student to strive toward mastery of self
31. Measures students' needs and abilities
36. Commends effort and gives generous praise for work well done
40. Believes some students need more stimulation than others
42. Encourages each student to be an individual

Fourth Most Characteristic

4. Groups students according to their expressed interests
5. Helps students learn by reconstructing their experience
7. Trains students to think clearly
15. Arranges for students to constantly evaluate themselves
20. Helps students to find their own answers
23. Frees her students to develop their potentials
32. Solicits student cooperation in setting class policies
44. Channels student effort into desirable activity
45. Guides students in becoming adequate persons

Average

9. Introduces the element of competition into her classes
10. Involves students in realistic problem solving
11. Conditions students to face the hard realities of adult life
12. Establishes honor system for examinations
18. Considers each child her equal as a person
25. Persuades students to accept what is good for them
34. Teaches students to rely on expert opinion
35. Trains students to curb their emotions
37. Accepts student reaction to her teaching as a source of professional growth
43. Admits to students those things that she does not know

Average (Continued)

47. Makes sure that her classes learn the facts
49. Flatters backward youngsters to draw them out
51. Respects students who contradict her

Below Average

1. Trusts her class to do their best
2. Insists students support opinion by evidence
8. Relies on student initiative and creativity to keep the class interesting
16. Lets natural drive of youngster to improve himself motivate him
22. Preserves academic standards
27. Punishes a student in proportion to the seriousness of his offense
38. Discusses controversial issues with her class
41. Protects the student from his natural tendency toward delinquency
46. Molds students into integrated personalities

Third From Least Characteristic

6. Insists on consistent performance
13. Conducts her classes according to lesson plans
14. Tries to associate with students out of class
17. Warns student before taking disciplinary action
19. Permits members of class to disagree with her in front of others
24. Puts student to the test to strengthen him

Next To Least Characteristic

3. Takes no backtalk
21. Discourages expression of radical ideas
50. Refuses to assume responsibility for student failures

Least Characteristic

48. Sends persistent troublemakers to principal

Composite Description of Ideal Teacher Given by Doddridge County High School Teachers, December, 1960

Most Characteristic

39. Likes young people

Next To Most Characteristic

7. Trains students to think clearly
26. Accepts young people as they are
28. Develops a sense of responsibility in her students

Third Most Characteristic

10. Involves students in realistic problem solving
23. Frees her students to develop their potentials
33. Creates climate for free exchange of ideas
36. Commends effort and gives generous praise for work well done
42. Encourages each student to be an individual
44. Channels student effort into desirable activity

Fourth Most Characteristic

11. Conditions students to face the hard realities of adult life
15. Arranges for students to constantly evaluate themselves
18. Considers each child her equal as a person
20. Helps students to find their own answers
22. Preserves academic standards
29. Directs her students in the way of truth and justice
30. Stimulates student to strive toward mastery of self
43. Admits to students those things that she does not know
45. Guides students in becoming adequate persons

Average

2. Insists students support opinion by evidence
4. Groups students according to their expressed interests
5. Helps students learn by reconstructing their experience
6. Insists on consistent performance
25. Persuades students to accept what is good for them
27. Punishes a student in proportion to the seriousness of his offense
31. Measures students needs and abilities
32. Solicits student cooperation in setting class policies
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Third From Least Characteristic

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24. Puts student to the test to strengthen him
38. Discusses controversial issues with her class
49. Flatters backward youngsters to draw them out

Next To Least Characteristic

3. Takes no backtalk
14. Tries to associate with students out of class
50. Refuses to assume responsibility for student failures

Least Characteristic

48. Sends persistent troublemakers to principal

Composite Self Description Given by Doddridge County High School Teachers, December, 1960

Most Characteristic

39. Likes young people

Next To Most Characteristic

7. Trains students to think clearly
26. Accepts young people as they are
28. Develops a sense of responsibility in her students

Third Most Characteristic

10. Involves students in realistic problem solving
18. Considers each child her equal as a person
33. Creates climate for free exchange of ideas
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43. Admits to students those things that she does not know
45. Guides students in becoming adequate persons

Fourth Most Characteristic

20. Helps students to find their own answers
22. Preserves academic standards
23. Frees her students to develop their potentials
29. Directs her students in the way of truth and justice
30. Stimulates student to strive toward mastery of self
31. Measures students needs and abilities
36. Commends effort and gives generous praise for work well done
40. Believes some students need more stimulation than others
44. Channels student effort into desirable activity

Average

2. Insists students support opinion by evidence
5. Helps students learn by reconstructing their experience
6. Insists on consistent performance
9. Introduces the element of competition into her classes
11. Conditions students to face the hard realities of adult life.
15. Arranges for students to constantly evaluate themselves
19. Permits members of class to disagree with her in front of others
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Next To Least Characteristic

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3. Takes no backtalk
50. Refuses to assume responsibility for student failures

Least Characteristic

48. Sends persistent troublemakers to principal

Composite Description of Ideal Teacher Given by Doddridge County Elementary Teachers, December, 1960

Most Characteristic

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Next To Most Characteristic

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Least Characteristic

48. Sends persistent troublemakers to principal

Composite Self Description Given by Doddridge County Elementary Teachers, December, 1960

Most Characteristic

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Next Most Characteristic

7. Trains students to think clearly
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Third From Least Characteristic

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PARENT INVENTORY
DODDRIDGE COUNTY SCHOOLS
1959 and 1960

	Doddridge County Elementary Schools				Doddridge County High School			
	1959		1960		1959		1960	
	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent
5. In general, how do you feel about the school which your child is attending?								
1. It is a very fine school	110	27.9	103	24.6	13	21.0	18	30.5
2. It is a good school	139	35.3	152	36.4	22	35.5	19	32.2
3. It is just an average school	134	34.0	146	34.9	23	37.1	20	33.9
4. It is a poor school	6	1.5	7	1.7	1	1.6	2	3.4
5. I have no opinion	5	1.3	10	2.4	3	4.8	0	0.0
6. In general, do you feel that the teachers and other school officials are fair in dealing with your child?								
1. Always	128	32.7	138	33.1	14	22.2	19	32.2
2. Usually	198	50.5	210	50.4	40	63.5	33	55.9
3. Sometimes	41	10.5	37	8.9	9	14.3	5	8.5
4. Seldom	6	1.5	3	0.7	0	0.0	1	1.7
5. Never	3	0.8	1	0.2	0	0.0	1	1.7
6. I have no opinion	16	4.1	28	6.7	0	0.0	0	0.0
	Rank	Frequency		Frequency	Rank	Frequency		Frequency
7. Which, if any, of the following things would you like for your child's school to do something about?								
1. Help pupils decide whether or not to go to college	15	126		132	15	35		33
2. Help pupils acquire good manners, poise, personal appearance, and self confidence	1	276		268	1	48		37
3. Help pupils discover their vocational interests and abilities	11	190		198	3.5	45		34
4. Help pupils develop good work habits and study skills	2	269		289	3.5	45		41
5. Help pupils learn to control their emotions and conduct	9	198		231	7	43		29

	Doddridge County Elementary Schools			Doddridge County High School		
	1959		1960	1959		1960
	Rank	Frequency	Frequency	Rank	Frequency	Frequency
7. Which, if any, of the following things would you like for your child's school to do something about? (continued)						
6. Help pupils learn to distinguish right from wrong and to guide their actions accordingly	4	232	236	10	40	30
7. Help pupils learn to get along with others	3	264	268	5	44	33
8. Help pupils learn about different religions	16	123	148	18	20	18
9. Help pupils learn sports and recreational activities	14	165	189	13	36	24
10. Help pupils learn facts about sex	17	117	108	17	26	23
11. Help pupils learn about problems of family life	18	112	113	16	28	19
12. Help pupils learn about problems of local, state, and national government	8	212	229	7	43	36
13. Help pupils learn how to use money wisely	10	191	200	11	38	26
14. Help pupils improve their reading skills	5	225	262	9	41	33
15. Help pupils learn more mathematics	6	219	239	7	43	36
16. Help pupils learn more science	12	183	213	13	36	26
17. Help pupils learn more about music and art	13	170	188	13	36	31
18. Help pupils choose and prepare for their life work	7	217	222	2	46	38

	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent
10. How do you feel about the help which teachers give your child on his homework?								
1. They give him all the help he needs	128	34.1	129	32.7	18	30.0	16	29.1
2. The assignments are clear but he needs more help	146	38.9	122	31.0	21	35.0	19	34.5
3. Much more help is needed	48	12.8	73	18.5	13	21.7	10	18.2
4. I have no opinion	53	14.1	70	17.8	8	13.3	10	18.2
11. How do you feel about the amount of homework the teachers require?								
1. Entirely too much homework is required	34	8.8	26	6.5	13	21.0	10	17.2
2. It is about as it should be	256	66.3	284	70.8	41	66.1	43	74.1
3. Too much less homework is required	66	17.1	54	13.5	8	12.9	3	5.2
4. I have no opinion	30	7.8	37	9.2	0	0.0	2	3.4

	Doddridge County Elementary Schools				Doddridge County High School			
	1959		1960		1959		1960	
	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent
12. In general, how much time does your child spend on school homework each day?								
1. None	10	2.6	16	3.9	8	12.7	1	1.7
2. Less than 1 hour	111	28.7	121	29.7	21	33.3	5	8.6
3. Between 1 and 1-1/2 hours	134	34.6	148	36.4	12	19.0	22	37.9
4. Between 1-1/2 and 2 hours	64	16.5	65	16.0	18	28.6	12	20.7
5. More than 2 hours	35	9.0	32	7.9	4	6.3	16	27.6
6. I don't know	33	8.5	25	6.1	0	0.0	2	3.4
13. Is the school providing the help which it should provide for your child in solving his personal problems?								
1. Yes	136	24.9	155	39.3	15	25.0	18	31.6
2. No	64	16.4	74	18.8	21	35.0	14	24.6
3. I don't know	190	48.7	165	41.9	24	40.0	25	43.9
14. Is the school providing your child with the help he needs in his social problems?								
1. Yes	174	46.2	173	44.6	18	30.5	26	47.3
2. No	43	11.4	62	16.0	19	32.2	9	16.4
3. I don't know	160	42.4	153	39.4	21	35.6	20	36.4
15. Is the school providing your child with the help he needs in choosing the courses he should take?								
1. Yes	154	41.8	165	44.9	31	49.2	39	69.6
2. No	57	15.5	70	18.7	22	34.9	11	19.6
3. I don't know	157	42.7	136	36.4	9	14.3	6	10.7
16. In general, how do you feel about the discipline in your child's school?								
1. It is too much	2	1.5	3	0.7	1	1.6	3	5.2
2. It varies too much from teacher to teacher	66	16.9	85	20.8	22	34.4	16	27.6
3. It is satisfactory	227	58.2	234	57.2	27	42.2	29	50.0
4. It is not strict enough	48	12.3	42	10.3	11	17.2	6	10.3
5. I have no opinion	47	12.1	45	11.0	3	47.0	4	6.9

	Doddridge County Elementary Schools				Doddridge County High School			
	1959		1960		1959		1960	
	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent
18. How do you feel about the opening hour of school each day?								
1. It is too early	13	3.3	22	5.3	3	4.7	2	3.4
2. It is too late	4	1.0	1	0.2	2	3.1	0	0.0
3. It is about right	371	93.5	376	91.0	59	92.2	56	96.6
4. I have no opinion	9	2.3	14	3.4	0	0.0	0	0.0
19. How do you feel about the information which the school provides about your child's progress in school?								
1. The report card provides all the information I need	229	59.6	259	63.5	35	56.5	38	69.1
2. I need more information	52	13.5	36	8.8	9	14.5	7	12.7
3. In addition to the report card I would like conferences with my child's teachers	81	21.1	86	21.1	16	25.8	9	16.4
4. I have no opinion	21	5.5	27	6.6	2	3.2	1	1.8
20. How do you feel about the pupil activities (clubs, school parties, athletics, etc.) programs of your child's school?								
1. They take too much time	18	5.6	16	4.1	2	3.4	5	9.6
2. They cost too much	6	1.9	14	3.6	4	6.8	2	3.8
3. They are limited to too few pupils	32	9.9	58	14.8	11	18.6	9	17.3
4. They are very valuable	167	51.5	156	39.9	23	39.0	20	38.5
5. They are not very valuable	11	3.4	21	5.4	5	8.5	2	3.8
6. They should be limited to the school day	18	5.6	25	6.4	8	13.6	7	13.5
7. I have no opinion	72	22.2	101	25.8	6	10.2	7	13.5
22. How do you feel about the length of the school day?								
1. It is too long	26	6.6	26	6.3	5	7.8	4	6.9
2. It is too short	5	1.3	4	1.0	1	1.6	0	0.0
3. It is about right	356	89.9	366	88.8	58	90.6	53	91.4
4. I have no opinion	8	2.0	15	3.6	0	0.0	1	1.7
23. How do you feel about the fees for such things as band uniforms, athletic equipment, club dues, laboratory materials, which your child has to pay?								
1. They prevent my child from participating in some worthwhile activities	25	7.2	27	7.6	1	1.6	3	5.6
2. They should be abolished and all costs cared for by public taxation	56	16.2	54	15.3	15	24.6	9	16.7

	Doddridge County Elementary Schools				Doddridge County High School			
	1959		1960		1959		1960	
	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent
23. How do you feel about the fees for such things as band uniforms, athletic equipment, club dues, laboratory materials, which your child has to pay? (continued)								
3. They are reasonable and should be kept as they are	161	46.7	149	42.1	37	60.7	35	64.8
4. All materials and equipment except such things as desks, blackboards, chalk, and basic laboratory equipment, should be paid for by the pupils who use them	10	2.9	16	4.5	1	1.6	2	3.7
5. I have no opinion	93	27.0	108	30.5	7	11.5	5	9.3
24. How do you feel about the school lunch program?								
1. The lunches cost too much	23	10.8	33	15.6	9	27.3	5	20.8
2. Lunches should be provided free to all pupils	113	53.3	115	54.5	10	30.3	9	37.5
3. Only those who can pay should be permitted to eat in the lunchroom	69	32.5	56	26.5	11	33.3	9	37.5
4. All children should bring their lunches from home	6	2.8	7	3.3	3	9.1	1	4.2
25. How do you feel about the length of the lunch period?								
1. The lunch period is too long	2	0.5	2	0.5	0	0.0	0	0.0
2. The lunch period is too short	29	7.4	42	10.5	13	21.3	19	34.5
3. The lunch period is about right	318	81.5	312	77.8	45	73.8	31	56.4
4. I have no opinion	41	10.5	45	11.2	3	4.9	5	9.1
26. How do you feel about the length of the school year?								
1. It is too long	94	24.2	81	19.6	13	21.0	15	25.9
2. It is too short	11	2.8	10	2.4	2	3.2	0	0.0
3. It is about right	271	67.7	309	74.6	46	74.2	43	74.1
4. I have no opinion	13	3.3	14	3.4	1	1.6	0	0.0

PARENT INVENTORY
MASON COUNTY SCHOOLS
1959 and 1960

	Mason County Elementary Schools				Mason County Point Pleasant High School				Mason County Wahama High School			
	1959		1960		1959		1960		1959		1960	
	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent
5. In general, how do you feel about the school which your child is attending?												
1. It is a very fine school	129	21.5	106	17.1	6	10.3	6	7.1	6	6.5	2	2.1
2. It is a good school	229	38.2	261	42.0	19	32.8	35	41.7	14	15.2	20	21.1
3. It is just an average school	204	34.0	210	33.8	31	53.4	38	45.2	5	54.3	54	56.8
4. It is a poor school	16	2.7	11	1.8	0	0.0	2	2.4	17	18.5	10	10.5
5. I have no opinion	20	3.3	32	5.2	2	3.4	3	3.6	5	5.4	9	9.5
6. In general, do you feel that the teachers and other school officials are fair in dealing with your child?												
1. Always	259	43.2	228	36.7	8	14.0	12	14.3	13	14.0	9	9.5
2. Usually	256	42.7	298	47.9	42	73.7	54	64.3	52	55.8	56	58.9
3. Sometimes	43	7.2	31	5.0	2	3.5	12	14.3	16	17.2	19	20.0
4. Seldom	5	0.8	4	0.6	3	5.3	2	2.4	3	3.2	1	1.1
5. Never	1	0.2	1	0.2	0	0.0	0	0.0	2	2.2	0	0.0
6. I have no opinion	36	6.0	59	9.5	2	3.5	4	4.8	7	7.5	10	10.5
7. Which, if any, of the following things would you like for your child's school to do something about?												
1. Help pupils decide whether or not to go to college	118		151		2		45		40		33	
2. Help pupils acquire good manners, poise, personal appearance, and self confidence	369		394		41		53		66		54	
3. Help pupils discover their vocational interests and abilities	208		253		31		56		54		46	
4. Help pupils develop good work habits and study skills	378		417		40		58		67		60	
5. Help pupils learn to control their emotions and conduct	263		305		29		40		52		42	

	Mason County Elementary Schools				Mason County Point Pleasant High School				Mason County Wahama High School			
	1959		1960		1959		1960		1959		1960	
	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent
7. Which, if any, of the following things would you like for your child's school to do something about? (continued)												
6. Help pupils learn to distinguish right from wrong and to guide their actions accordingly	312		334		33		45		54		43	
7. Help pupils learn to get along with others	384		417		33		50		64		57	
8. Help pupils learn about different religions	129		178		19		33		29		21	
9. Help pupils learn about sports and recreational activities	200		207		18		34		41		20	
10. Help pupils learn facts about sex	101		122		19		26		38		27	
11. Help pupils learn about problems of family life	115		126		20		28		35		23	
12. Help pupils learn about problems of local, state, and national government	243		286		33		48		52		45	
13. Help pupils learn how to use money wisely	257		277		32		37		50		42	
14. Help pupils improve their reading skills	331		381		37		50		58		47	
15. Help pupils learn more mathematics	316		340		35		55		63		60	
16. Help pupils learn more science	252		287		27		44		51		37	
17. Help pupils learn more about music and art	243		286		25		39		44		28	
18. Help pupils choose and prepare for their life work	239		250		32		58		56		58	
10. How do you feel about the help which teachers give your child on his homework:												
1. They give him all the help he needs	202	35.9	210	38.0	16	29.6	19	23.2	12	13.3	14	15.2
2. The assignments are clear but he needs more help	152	27.0	133	24.1	23	42.6	29	35.4	30	33.3	31	33.7
3. Much more help is needed	68	12.1	66	12.0	9	16.7	20	24.4	31	34.4	27	29.3
4. I have no opinion	141	25.0	143	25.9	4	11.1	14	17.1	17	18.9	20	21.7
11. How do you feel about the amount of homework the teachers require?												
1. Entirely too much homework is required	39	6.7	26	4.5	17	30.9	12	14.6	12	13.3	11	12.1
2. It is about as it should be	402	69.2	393	67.3	30	54.5	51	62.2	60	66.7	60	65.9
3. Too much less homework is required	67	11.5	75	12.8	6	10.9	9	11.0	10	11.1	9	9.9
4. I have no opinion	73	12.7	90	15.4	2	3.6	10	12.2	8	8.8	11	12.1

	Mason County Elementary Schools				Mason County Point Pleasant High School				Mason County Wahama High School			
	1959		1960		1959		1960		1959		1960	
	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent
12. In general, how much time does your child spend on school homework each day?												
1. None	26	4.5	33	5.7	0	0.0	0	0.0	2	2.3	1	1.1
2. Less than 1 hour	205	35.8	195	33.7	11	19.0	20	24.4	20	22.7	23	24.7
3. Between 1 and 1½ hours	187	32.7	202	34.9	16	27.6	24	29.3	36	40.9	35	37.6
4. Between 1½ and 2 hours	45	7.9	52	9.0	16	27.6	18	22.0	17	19.3	19	20.4
5. More than 2 hours	31	5.4	24	4.2	12	20.7	14	17.1	7	8.0	8	8.6
6. I don't know	78	13.6	72	12.5	3	5.2	6	7.3	6	6.8	6	6.5
13. Is the school providing the help which it should provide for your child in solving his personal problems?												
1. Yes	210	37.3	219	39.2	15	26.8	25	30.9	18	20.2	25	26.9
2. No	57	10.1	43	7.7	11	19.6	21	25.9	32	36.0	19	20.4
3. I don't know	296	52.6	297	53.1	3	53.6	35	43.2	39	43.8	49	52.7
14. Is the school providing your child with the help he needs in his social problems?												
1. Yes	223	41.1	221	40.3	18	32.7	29	35.4	28	33.3	27	29.3
2. No	45	8.3	46	8.4	15	27.3	17	20.7	24	28.6	18	19.6
3. I don't know	275	50.6	281	51.3	22	40.0	36	43.9	32	38.1	47	51.1
15. Is the school providing your child with the help he needs in choosing the courses he should take?												
1. Yes	213	43.0	207	41.6	27	52.9	33	40.2	38	42.7	40	43.5
2. No	44	8.9	42	8.5	14	27.5	32	39.0	32	36.0	24	26.1
3. I don't know	238	48.1	248	49.9	10	19.6	17	20.7	19	21.3	28	30.4
16. In general, how do you feel about the discipline in your child's school?												
1. It is too much	5	0.8	6	1.0	2	3.7	2	2.4	1	1.2	1	1.1
2. It varies too much from teacher to teacher	73	12.3	81	13.6	17	31.5	24	29.3	32	38.1	28	30.1
3. It is satisfactory	358	60.5	335	56.2	21	38.9	35	42.7	13	15.5	22	23.7
4. It is not strict enough	52	8.8	47	7.9	13	24.1	15	18.3	28	34.5	20	21.5
5. I have no opinion	104	17.6	127	21.3	1	1.9	6	7.3	9	10.7	22	23.7

	Mason County Elementary Schools				Mason County Point Pleasant High School				Mason County Wahama High School			
	1959		1960		1959		1960		1959		1960	
	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent
18. How do you feel about the opening hour of school each day?												
1. It is too early	15	2.5	20	3.3	1	1.8	4	4.8	4	4.3	1	1.1
2. It is too late	5	0.8	2	0.3	0	0.0	3	3.6	1	1.1	0	0.0
3. It is about right	563	92.6	568	92.5	54	96.4	73	86.9	85	90.4	91	95.8
4. I have no opinion	25	4.1	24	3.9	1	1.8	4	4.8	4	4.3	3	3.2
19. How do you feel about the information which the school provides about your child's progress in school?												
1. The report card provides all the information I need	327	56.4	284	49.7	30	56.6	46	56.1	47	51.1	52	55.9
2. I need more information	78	13.4	78	13.7	6	11.3	12	14.6	19	20.7	5	5.4
3. In addition to the report card I would like conferences with my child's teachers	132	22.8	138	24.2	13	24.5	18	22.0	18	19.6	25	26.9
4. I have no opinion	43	7.4	71	12.4	4	7.5	6	7.3	8	8.7	11	11.8
20. How do you feel about the pupil activities (clubs, school parties, athletics, etc.) programs of your child's school?												
1. They take too much time	18	3.6	18	3.5	2	4.5	5	6.2	11	13.6	10	11.6
2. They cost too much	11	2.2	24	4.7	3	6.8	4	4.9	5	6.2	6	7.0
3. They are limited to too few pupils	18	3.6	31	6.1	7	15.9	18	22.2	13	16.0	10	11.6
4. They are very valuable	171	34.4	152	29.7	24	54.5	20	24.7	23	28.4	21	24.4
5. They are not very valuable	17	3.4	16	3.1	1	2.3	5	6.2	1	1.2	6	7.0
6. They should be limited to the school day	33	6.6	42	8.2	3	6.8	11	13.6	8	9.9	11	12.8
7. I have no opinion	229	46.1	228	44.6	4	9.1			20	24.7	22	25.6
22. How do you feel about the length of the school day?												
1. It is too long	23	3.8	26	4.2	2	3.6	6	7.2	4	4.3	1	1.1
2. It is too short	7	1.2	1	0.2	0	0.0	4	4.8	0	0.0	0	0.0
3. It is about right	551	91.1	559	91.3	53	94.6	70	84.3	87	92.6	90	95.7
4. I have no opinion	23	3.8	26	4.2	1	1.8	3	3.6	3	3.2	3	3.2

	Mason County Elementary Schools				Mason County Point Pleasant High School				Mason County Wahama High School			
	1959		1960		1959		1960		1959		1960	
	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent
23. How do you feel about the fees for such things as band uniforms, athletic equipment, club dues, laboratory materials, which your child has to pay?												
1. They prevent my child from participating in some worthwhile activities	21	4.4	21	4.6	3	6.8	6	7.6	8	9.6	15	17.0
2. They should be abolished and all costs cared for by public taxation	56	11.8	65	14.1	8	18.2	21	26.6	15	18.1	20	22.7
3. They are reasonable and should be kept as they are	143	30.2	119	25.8	23	52.3	34	43.0	41	49.4	27	30.7
4. All materials and equipment except such things as desks, blackboards, chalk, and basic laboratory equipment, should be paid for by the pupils who use them	24	5.1	13	2.8	3	6.8	3	3.8	1	1.2	2	2.3
5. I have no opinion	230	48.5	243	52.7	7	15.9	15	19.0	18	21.7	24	27.3
24. How do you feel about the school lunch program?												
1. The lunches cost too much	41	16.1	49	18.2	3	12.0	12	25.5	19	39.6	20	33.9
2. Lunches should be provided free to all pupils	124	48.8	141	52.4	14	56.0	20	42.6	15	31.3	27	45.8
3. Only those who can pay should be permitted to eat in the lunchroom	67	26.4	65	24.2	8	32.0	14	29.8	12	25.0	11	18.6
4. All children should bring their lunches from home	20	7.9	14	5.2	0	0.0	1	2.1	2	4.2	1	1.7
25. How do you feel about the length of the lunch period?												
1. The lunch period is too long	14	2.4	11	1.8	5	8.6	2	2.4	0	0.0	0	0.0
2. The lunch period is too short	18	3.1	22	3.7	21	36.2	41	50.0	20	22.5	22	24.7
3. The lunch period is about right	486	82.8	470	79.0	30	51.7	35	42.7	58	65.2	50	56.2
4. I have no opinion	68	11.6	92	15.5	2	3.4	4	4.9	11	12.4	17	19.1
26. How do you feel about the length of the school year?												
1. It is too long	100	16.8	84	13.8	9	15.5	19	23.2	17	18.3	12	12.8
2. It is too short	18	3.0	18	3.0	3	5.2	7	8.5	2	2.2	1	1.1
3. It is about right	435	73.1	466	76.6	44	75.9	52	63.4	70	75.3	75	79.8
4. I have no opinion	41	6.9	40	6.6	2	3.4	4	4.9	4	4.3	6	6.4